Crosswalk Directions:							
	2007 M	ILR to 1997 I	MLR				

- 1. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which the standard, performance indicator, or descriptor of the 2007 MLR can be found in the 1997 MLR. If you indicate that the standard or performance indicator is partially found, please explain in the cell of the spreadsheet. If you answer "no", please respond only to questions 6, 8, and 9.
- 2. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which the concept/idea of the 2007 MLR standard, performance indicator, or descriptor can be found in the 1997 MLR. If you indicate that the idea/concept is partially found, please explain in the cell of the spreadsheet.
- 3. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which whether the wording of the 2007 MLR standard, performance indicator, or descriptor can be found in the 1997 MLR. If you indicate that the wording is partially found, please explain in the cell of the spreadsheet.
- 4. Indicate where the standard, performance indicator, or descriptor of the 2007 MLR can be found in the standards or performance indicators of the 1997 MLR. For example, one might indicate A (standard A), A1 (standard A, performance indicator 1), or A1, 2 (standard A, performance indicators1 and 2).
- 5. Indicate with a Y (yes) or an N (no) whether the performance indicator of the 2007 MLR can be found at the same grade span in the 1997 MLR. If "no", indicate the grade span where the performance indicator is found in the 1997 MLR. As an example, a performance indicator found in 6-8 in the 2007 should be considered to be at a different grade span if it is found at 5-8 in the 1997 MLR.
- 6. Indicate with a 1, 2, 3, 4, 5 or 6 the level of Bloom's Taxonomy that best represents the cognitive demand of the 2007 MLR. Where more than one level of cognitive demand is indicated please use more that one designation. Please use the attached copy of Bloom to guide your decision about the cognitive demand.
- 7. Indicate with a 1, 2, 3, 4, 5 or 6 the level of Bloom's Taxonomy that best represents the cognitive demand of the 1997 MLR. Where more than one level of cognitive demand is indicated please use more that one designation. Please use the attached copy of Bloom to guide your decision about the cognitive demand.

		CONTINUITY				
English Language Arts CROSSWALK: 2007 MLR to 1997 MLR	Is it in the 1997 standards?	Is the CONCEPT/IDEA the same?	Is the WORDING the same?	WHERE is it found? (Standard, PI)	Is it at the same grade span or grade level?	At what level of Bloom's taxonomy is the COGNITIVE DEMAND in the 1997 MLR?
A. READING: Students read to comprehend, interpret, analyze, evaluate, and appreciate literary and expository texts by using a variety of strategies. They connect essential ideas, evaluate arguments, and analyze the various perspectives and ideas presented in a variety of literary and expository texts.	2007 document specifically identifies the essential elements of reading directly in the PI.	Partial, Both documents expect students to use the skills and strategies of	The language of the 2007 document strives to capture the dynamic interplay among the essential elements of reading.	1997 Content Standard A Process of Reading	Yes, The connection is at the content standard level and therefore applies across grade spans.	Levels 1-6
A1 Interconnected Elements: Comprehension, Vocabulary, Alphabetics, Fluency PK-2 PERFORMANCE INDICATOR						
Students read texts, within a grade appropriate span of text complexity, and apply their knowledge and strategies of comprehension, vocabulary, alphabetics, and fluency. (L)	Partial, the 2007 document specifically identifies the essential elements of reading directly in the PI.	Partial, Both documents expect students to use the skills and strategies of	The language of the 2007 document strives to capture the dynamic interplay among the essential elements of reading and articulates an expectation regarding text complexity.	1997 Content Standard A Process of Reading	Yes, Since the connection is to a 1997 content standard and PK-2 is one of the grades spans in both documents, the connection can be considered at	Levels 1-6
a. Use comprehension strategies to understand texts within a grade appropriate span of text complexity.	Partial, The 2007 PI focuses solely on comprehension strategies to understand texts with appropriate span of text complexity for	Partial, Both documents expect students to comprehend what they read but only the 1997 document focuses on developing fluency as well.		1997 PK-2 PI A6	Yes, PK-2	Levels 2-5
b. Develop vocabulary using knowledge of word parts and relationships.	Yes	Yes, Both documents	focuses on two important strategies for building vocabulary knowledge		Yes, PK-2	Levels 2-5

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c. Demonstrate phonemic awareness and use phonics to decode new words.	Yes	Yes, Both documents recognize the importance of phonemic awareness and knowledge of phonics.	recognizes the important role phonemic awareness and phonics in the development of reading skills.	1997 PK-2 PI C2	Yes, the PK -2 Grade Span.	1-Knowledge
d. Read fluently and accurately with appropriate pacing and expression.	Yes	recognize the important role fluency plays in reading with understanding.	describes fluency as reading with appropriate pacing and expression.	1997 PK-2 PI A6	Yes, PK-2	Levels 2-5
GRADE 3 PERFORMANCE INDICATOR						
Students read and draw conclusions from texts, within a grade appropriate span of text complexity, (L) by applying their knowledge and strategies of comprehension, vocabulary, alphabetics, and fluency.	Partial, the 2007 document specifically identifies the essential elements of reading directly in the PI.	Partial, Both documents expect students to use the skills and strategies of the reading process to read.	2007 document strives to capture the dynamic interplay among the essential elements of reading and articulates an expectation regarding text complexity.	1997 Content Standard A Process of Reading	No, The grade span configuration in the 2007 document is 3- 5 rather than 3 4.	Levels 1-6
a. Use a range of strategies as they read including constant monitoring, searching, connecting, and inferring to deepen their understanding of the author's message. (L)	Yes	Yes, Both documents expect students to use a wide range of strategies to comprehend texts.	2007 document includes typical strategy labels students may use as they read and comprehend.	1997 Content Standard A Process of Reading	span configuration in the 2007 document is 3- 5 rather than 3 4.	Levels 1-6
 b. Demonstrate ownership of appropriate vocabulary by effectively using a word in different modes and for different purposes. (L) 	document did not have a PI to describe vocabulary development to this extent of understanding.					
 c. Determine the meaning of unknown words by using a variety of strategies including using the context of the text, word connections, and a dictionary. (L) 	Yes	Yes, Both documents expect students to determine the meaning of unknown words by using reference sources including a dictionary.	2007 document expects using the context of a text, word connections, a dictionary along with other strategies to determine the meaning of unknown	1997 Grade Span 3-4 PI A1.	No, The grade span configuration in the 2007 document is 3- 5 rather than 3 4.	Levels 2,3
d. Use phonics including syllable types, word parts, word families and common prefixes and suffixes to read fluently and build meaning as they read. (L)	Partial, But at a lower grade span.	document, the expectation is found under the content standard of Languages and Images.	The 2007 language is more specific about which phonic elements grade 3 students will use when reading.	1997 PK-2 PI C2	No, The connection is found in the 1997 PK-2 expectations.	1-Knowledge

e. Fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation and expression. (L)	Yes	Yes, Both documents expect students to read independently and fluently.	The 2007 language adds the specificity of pacing, phrasing, intonation, and expression.	1997 3-4 PI A5	span configuration in the 2007 document is 3- 5 rather than 3 4.	Levels 1-5
GRADE 4 PERFORMANCE INDICATOR						
Students read and draw conclusions from texts, within a grade appropriate span of text complexity, (L) by applying their knowledge and strategies of comprehension, vocabulary, alphabetics, and fluency.	Partial, the 2007 document specifically identifies the essential elements of reading directly in the PI.	Partial, Both documents expect students to use the skills and strategies of the reading process to read.	2007 document strives to capture the dynamic interplay among the essential elements of reading and articulates an expectation regarding text complexity.	1997 Content Standard A Process of Reading	No, The grade span configuration in the 2007 document is 3-5 rather than 3 4.	Levels 1-6
a. Use a range of strategies as they read including constant monitoring, searching, connecting, and inferring to deepen their understanding of the author's message. (L)	Yes	Yes, Both documents expect students to use a wide range of strategies to comprehend texts.	2007 document includes typical strategy labels students may use as they read and comprehend.	1997 Content Standard A Process of Reading	span configuration in the 2007 document is 3- 5 rather than 3 4.	Levels 1-6
 b. Demonstrate ownership of appropriate vocabulary by effectively using a word in different modes and for different purposes. (L) 	document did not have a PI to describe vocabulary development to this extent of understanding.		me anguage or me		No. 110 drugs	
c. Determine the meaning of unknown words by using a variety of strategies including applying knowledge of synonyms, antonyms, homophones, and homographs. (L)	Yes	Yes, Both documents expect students to determine the meaning of unknown words by using strategies.	2007 document expects the use of word relationships to be one of the strategies grade 4 students use.	1997 Grade Span 3-4 PI A1.	span configuration in the 2007 document is 3- 5 rather than 3 4.	Levels 2,3
d. Use phonics including word parts and common root words to read fluently and build meaning as they read. (L)	lower grade	document, the expectation is found under the content standard of Languages and Images.	The 2007 language is more specific about which phonic elements grade 4 students will use when reading.	1997 PK-2 PI C2	No, The connection is found in the 1997 PK-2 expectations.	1-Knowledge
e. Fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation and expression. (L)	Yes	Yes, Both documents expect students to read independently and fluently.	The 2007 language adds the specificity of pacing, phrasing, intonation, and expression.	1997 3-4 PI A5	span configuration in the 2007 document is 3- 5 rather than 3 4.	Levels 1-5

GRADE 5 PERFORMANCE INDICATOR						
Students read and draw conclusions from texts, within a grade appropriate span of text complexity, (L) by applying their knowledge and strategies of comprehension, vocabulary, alphabetics, and fluency.	Partial, the 2007 document specifically identifies the essential elements of reading directly in the PI.	Partial, Both documents expect students to use the skills and strategies of the reading process to read.	2007 document strives to capture the dynamic interplay among the essential elements of reading and articulates an expectation regarding text complexity.	1997 Content Standard A Process of Reading	No, The grade span configuration in the 2007 document is 6-8 rather than 5 8.	Levels 1-6
a. Use a range of strategies as they read including constant monitoring, searching, connecting, and inferring to deepen their understanding of the author's message. (L)	Yes	Yes, Both documents expect students to use strategies to comprehend.	2007 document includes typical strategy labels students may use as they read and comprehend.	1997 Content Standard A Process of Reading	span configuration in the 2007 document is 6- 8 rather than 5 8.	Levels 1-6
b. Demonstrate ownership of appropriate vocabulary by effectively using a word in different modes and for different purposes. (L)	document did not have a PI to describe vocabulary development to this extent of understanding.					
 Determine the meaning of unknown words by using a variety of strategies including distinguishing and interpreting words with multiple meanings and using word, context, sentence, and paragraph clues. (L) 	Yes	With no clear vocabulary PI in the 1997 document, the language of Grade Span 5-8 PI A4 has historically been identified as the vocabulary PI.	The language of the 2007 descriptor expects that students will use their knowledge of the multiple meanings of words, clues within the context of the text along with other strategies to	1997 Grade Span 5-8 PI A4	No, The grade span configuration in the 2007 document is 6-8 rather than 5 8.	Levels 2,3
d. Use phonics including word parts and less common root words to read fluently and build meaning as they read. (L)		The use of phonics is articulated in the PK-2 Grade Span in the 1997 document.	more specific about which phonic elements grade 5 students will use when reading.	1997 PK-2 PI C2	connection is found in the 1997 PK-2 expectations.	1-Knowledge
e. Fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation and expression. (L)	Yes, But at a lower grade span.	The expectation of measuring fluency does not extend into the 1997 5-8 Grade Span.	the descriptor expects students will read texts with an appropriate span of text complexity	1997 3-4 PI A5	No, The connection is found in the 1997 3-4 Grade Span.	Levels 1-5
GRADE 6 PERFORMANCE INDICATOR						
Students read and make generalizations from texts, within a grade appropriate span of text complexity, (L) by applying their knowledge and strategies of comprehension, vocabulary, alphabetics, and fluency.	Partial, the 2007 document specifically identifies the essential elements of reading directly in the PI.	Partial, Both documents expect students to use the skills and strategies of	2007 document strives to capture the dynamic interplay among the essential elements of reading and articulates an expectation regarding text complexity.	1997 Content Standard A Process of Reading	No, The grade span configuration in the 2007 document is 6- 8 rather than 5 8.	Levels 1-6

 a. Use a range of before, during, and after reading strategies to deepen their understanding of the author's 		Yes, Both documents expect students to use strategies to aid in	The language of the 2007 document describes the categories for these strategies as before, during, and after reading strategies. A link from the 2007 document will list and describe the	1997 Grade	No, The grade span configuration in the 2007 document is 6- 8 rather than 5-	
message. (L)	Yes	comprehending.	appropriate strategies	Span 5-8 PI A4	8.	Levels 2,3
b. Demonstrate ownership of appropriate vocabulary by effectively using a word in different modes and for different purposes. (L)	document did not have a PI to describe vocabulary development to this extent of understanding.					
c. Determine the meaning of unknown words by using a variety of strategies including context, definition, example, restatement, and how they compare/contrast to other words. (L)		With no clear vocabulary PI in the 1997 document, the language of Grade Span 5-8 PI A4 has historically been identified as the vocabulary PI.	The language of the 2007 descriptor expects that students will use their knowledge of word definitions, examples, restatements, comparisons to other words, clues within the context of the text along with other strategies to determine the	1997 Grade Span 5-8 PI A4	No, The grade span configuration in the 2007 document is 6-8 rather than 5-8.	Levels 2,3
d. Use phonics, word parts, and word relationships when necessary to maintain fluency and meaning as they read. (L)	Yes, But at a lower grade span.	The use of phonics is articulated in the PK-2 Grade Span in the 1997 document.	more specific about which phonic elements grade 6 students will use when reading.	1997 PK-2 PI C2	connection is found in the 1997 PK-2 expectations.	1-Knowledge
e. Fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation and expression. (L)	Yes, But at a lower grade span.	The expectation of measuring fluency does not extend into the 1997 5-8 Grade Span.	expects students will read texts with an appropriate span of text complexity for grade 6 fluently and accurately.	1997 Grade Span 3-4 PI A5	No, The connection is found in the 1997 3-4 Grade Span.	Levels 1-5
GRADE 7 PERFORMANCE INDICATOR						
Students read and make generalizations from texts, within a grade appropriate span of text complexity, (L) by applying their knowledge and strategies of comprehension, vocabulary, alphabetics, and fluency.	Partial, the 2007 document specifically identifies the essential elements of reading directly in the PI.	Partial, Both documents expect students to use the skills and strategies of the reading process to read.	2007 document strives to capture the dynamic interplay among the essential elements of reading and articulates an expectation regarding text complexity.	1997 Content Standard A Process of Reading	No, The grade span configuration in the 2007 document is 6- 8 rather than 5- 8.	Levels 1-6

a. Use a range of before, during, and after reading strategies to deepen their understanding of the author's message. (L)	Yes	Yes, Both documents expect students to use strategies to aid in comprehending.	The language of the 2007 document describes the categories for these strategies as before, during, and after reading strategies. A link from the 2007 document will list and describe the appropriate strategies	1997 Grade Span 5-8 PI A4	No, The grade span configuration in the 2007 document is 6-8 rather than 5 8.	Levels 2,3
b. Demonstrate ownership of appropriate vocabulary by effectively using a word in different modes and for different purposes. (L)	document did not have a PI to describe vocabulary development to this extent of understanding.					
c. Determine the meaning of unknown words by using a variety of strategies including understanding and explaining that similar and related words can express different "shades" of meaning. (L)	Yes	With no clear vocabulary PI in the 1997 document, the language of Grade Span 5-8 PI A4 was interpreted as the vocabulary PI.	The language of the 2007 descriptor expects that students will use their knowledge of how similar and related words can express different "shades of meaning" along with other strategies to determine the	1997 Grade Span 5-8 PI A4	No, The grade span configuration in the 2007 document is 6-8 rather than 5 8.	Levels 2,3
d. Use the origins and meanings of foreign words that are frequently used in English as they read. (L)	Partial, The 1997 has a different intent.	Partial, The 1997 is expecting students to compare/ contrast words that are not English words to English words.	descriptor is expecting students to use the origin and meaning of non-English words when non-English words are used in		No, The connection is found at the 1997 3-4 Grade Span.	4-Analysis
e. Fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation and expression. (L)	Yes, But at a lower grade span.	The expectation of measuring fluency does not extend into the 1997 5-8 Grade Span.	2007 descriptor expects that students will read texts with an appropriate span of text complexity for grade 7 accurately and fluently.	1997 Grade Span 3-4 PI A5	No, The connection is found at the 1997 3-4 Grade Span.	Levels 1-5

GRADE 8 PERFORMANCE INDICATOR						
Students read and make generalizations from texts, within a grade appropriate span of text complexity, (L) by applying their knowledge and strategies of comprehension, vocabulary, alphabetics, and fluency.	Partial, the 2007 document specifically identifies the essential elements of reading directly in the PI.	Partial, Both documents expect students to use the skills and strategies of the reading process to read.	2007 document strives to capture the dynamic interplay among the essential elements of reading and articulates an expectation regarding text complexity.	1997 Content Standard A Process of Reading	No, The grade span configuration in the 2007 document is 6-8 rather than 5.8.	Levels 1-6
a. Use a range of before, during, and after reading strategies to deepen their understanding of the author's message. (L)	Yes	Yes, Both documents expect students to use strategies to aid in comprehending.	The language of the 2007 document describes the categories for these strategies as before, during, and after reading strategies. A link from the 2007 document will list and describe the appropriate strategies	1997 Grade Span 5-8 PI A4	No, The grade span configuration in the 2007 document is 6-8 rather than 5-8.	Levels 2,3
b. Demonstrate ownership of appropriate vocabulary by effectively using a word in different modes and for different purposes. (L)	document did not have a PI to describe vocabulary development to this extent of understanding.					
c. Determine the meaning of unknown words by using a variety of strategies including the connotative and denotative meaning of words. (L)	Yes	With no clear vocabulary PI in the 1997 document, the language of Grade Span 5-8 PI A4 was interpreted as the vocabulary PI.	2007 descriptor expects that students will use their knowledge of the connotative and denotative meaning of words along with other strategies to determine the	1997 Grade Span 5-8 PI A4	No, The grade span configuration in the 2007 document is 6- 8 rather than 5 8.	Levels 2,3
d. Use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to maintain fluency and meaning as they read science, social studies, and mathematics texts. (L)	Partial, The 1997 has a different intent.	Partial, The 1997 is expecting students to compare/ contrast words that are not English words to English words.	expects students to use their knowledge of Greek, Latin, and Anglo-Saxon roots and word parts as their read content	1997 Grades Span 3-4 PI C5	No, The connection is found at the 1997 3-4 Grade Span.	4-Analysis
e. Fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation and expression. (L)	Yes, But at a lower grade span.	The expectation of measuring fluency does not extend into the 1997 5-8 Grade Span.	2007 descriptor expects that students will read texts within a grade appropriate span of complexity for grade 8 fluently and accurately.	1997 Grade Span 3-4 PI A5	No, The connection is found at the 1997 3-4 Grade Span.	Levels 1-5

9 - Diploma PERFORMANCE INDICATOR						
Students read and evaluate texts, within a grade appropriate span of text complexity, by applying their knowledge and strategies of comprehension, vocabulary, alphabetics, and fluency. (L)	Partial, the 2007 document specifically identifies the essential elements of reading directly in the PI.	Partial, Both documents expect students to use the skills and strategies of the reading process to read.	2007 document strives to capture the dynamic interplay among the essential elements of reading and articulates an expectation regarding text complexity.	1997 Content Standard A Process of Reading	No, The 2007 grade span configuration is 9-D rather 9- 12	Levels 1-6
a. Use a flexible range of before, during, and after reading strategies to deepen their understanding of the author's message. (L)	Yes, But at a lower grade span.	Yes, Both documents expect students to use strategies to aid in comprehending.	The language of the 2007 document describes the categories for these strategies as before, during, and after reading strategies. A link from the 2007 document will list and describe the appropriate strategies	1997 Grade Span 5-8 PI A4	No, The connection is at the 1997 5-8 Grade Span rather than the secondary grades span.	Levels 2,3
 b. Demonstrate ownership of appropriate vocabulary effectively using a word in different modes and for different purposes. (L) 	document did not have a PI to describe vocabulary development to this extent of understanding.					
c. Determine the meaning of unknown words by analyzing the context in which they are used, using reference sources, and applying knowledge of word parts and their meanings.	Yes	Yes, Both documents expect students to use a variety of sources and knowledge to determine the meaning of unknown words.	The 2007 document expects students to analyze the context in which the words are used, to use their knowledge of word parts and their meanings, and to use reference sources when determining the meaning of an the ranguage of the	1997 9-12 Grade Span PI s A6,7,8	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 2,3
d. Pronounce and recognize foreign words, tier 3 words across all content areas, and specific literary terms to enhance comprehension of complex texts.		Yes, Both documents expect students to use a variety of sources and knowledge to determine the meaning of unknown words.	2007 document expects students to use the correct pronunciation of non-English words recognized in a text, to recognize and pronounce correctly other content area terms referred to as tier 3 words, and to recognize and pronounce literary	1997 Grade Span 9-12 PI s A6,7,8	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 2,3

			I			
		expect students to				
		read fluently but the	The language of the			
		specific language in a	2007 descriptor		No, The	
	Yes. But at a	PI is not found after	expects students to		connection is	
e. Fluently and accurately read text using appropriate	different grade	Grade Span 3-4 in the	read texts fluently and	1997 Grade	to the 1997 3-	
pacing, phrasing, intonation and expression. (L)	span.	1997 document.	accurately.	Span 3-4 PI A5	4 Grade Span	Levels 1-5
passing, princering, internation and expression (2)	opa	1777 dodamenti	accurately.	opan o mini	, orage opair	201010 1 0
A2 Literary Texts						
PK-2 PERFORMANCE INDICATOR						
					Yes, Since the	
					connection is	
					at the content	
					standard level	
					and PK-2 is	
	Partial, The				one of the	
	1997 document		The language of the		grades spans	
	seems to focus	Partial, The 2007	2007 descriptor	1997 Grade	in the 1997	
	primarily on	document includes an	includes fiction,	Span PK-2	document, the	
Students read fiction, nonfiction, drama, and poetry,	stories at this	expectation about text	nonfiction, drama, and	'	connection is	
within a grade appropriate span of text complexity.	grade span.	complexity.	poetry.	Standard B	at the PK-2	Levels 1-6
grade appropriate spair or text complexity.	grado oparii	res, one component	The language of the	otariaara b	at the fit 2	LCVCI3 I O
		of understanding the	2007 descriptor			
	Partial, The	basic plot of simple	focuses on identifying	1997 Grade		
	1997 PI is more	stories is to identify	and describing	Span PK-2 PI		
a. Identify and describe settings and characters.	broad in focus.	and describe setting	settings and	B1	Yes, PK-2	2-Comprehend
		sequence of events				
		and the essential	The 2007 descriptor			
		details is one way of	expects a retelling of			
		demonstrating an	the sequence of	1997 Grade		
b. Retell the sequence of events and include essential		3		Span PK-2 PI		
details.	Yes	plot.	essential details.	B1	Yes, PK-2	2-Comprehend
dotails.	103	res, Both documents	C33CITTIAI GCTAII3.	DI	103, 110 2	2 comprehend
		expect students to				
		demonstrate they	The 2007 descriptor	1997 Grade		
c. Answer questions about information found directly in		understand the basic	can be applied to any	Span PK-2 PI		
the text.	Yes	plot of a text.	type of literary texts.	B1	Yes, PK-2	2-Comprehend
		The 1997 Grade Span	expects a foundation		No, The	
		5-8 has language that	of learning about		connection is	
	Yes, But at a	is open enough to	dramatic scripts		found at the	
	different grade	encompass dramatic	begins forming in the	1997 Grade	1997 5-8	
d. Read dramatic scripts with support.	span.	scripts.	PK-2 grade span.	Span 5-8 PI B8	Grade Span.	Levels 1-6
					NO, me	
	V 5	TI 4007.0 I C	expects a foundation		connection is	
	Yes, But at a	The 1997 Grade Span	of learning about	1007.0	found at the	
	different grade	5-8 has language that	poetry begins forming		1997 5-8	
e. Read a variety of poems with support.	span.	encompasses poetry.	in the PK-2 grade	Span 5-8 PI B8	Grade Span.	Levels 1-6

GRADE 3 PERFORMANCE INDICATOR						
Students read fiction, nonfiction, drama, and poetry, within a grade appropriate span of text complexity.	Yes	document does not articulate expectations about drama and poetry until the 5-8 grade span. Although the openness of the 1997 PI has allowed room for interpretation for poetry to be	The 2007 descriptor specifically articulates fiction, nonfiction, drama, and poetry.	1997 3-4 Grade Span PI s B10 and B11	No, In the 2007 document the grade span configuration is 3-5 rather than 3-4.	Levels 1-6
		Partial, Both	expects students to		No, In the	
	Partial, The 1997 document	documents expect students to use the	understand characters by using the actions		2007 document the	
	extends the	actions and words of	and words of		grade span	
	expectation to	characters to help	characters and how		configuration is	
 Determine what characters are like by what they say or 	a text to self	understand the	the author or	1997 Grade	3-5 rather	
do and by how the author or illustrator portrays them.	connection.	character.	illustrator portrays	Span 3-4 PI B2	than 3-4.	Levels 2,6
			more precise in its		2007	
			expectation of		document the	
			comprehension of the		grade span	
b. Explain the basic plots of classic fairy tales, myths,			basic plot by including		configuration is	
folktales, legends, and fables identifying the problem and			identifying the	1997 Grade	3-5 rather	
solution.	Yes	Yes	problem and solution.	Span 3-4 PI B9	than 3-4.	2-Comprehend
		the 1997 PI s are so broad that identifying the speaker is	clearly articulates an expectation for students to identify	1997 3-4 Grade		
c. Identify the speaker in a selection to aid		subsumed in the	the speaker in a	Span PI s B10	configuration is	
comprehension.	Yes	language of the PI s.	selection to aid	and B11	3-5 rather	Levels 1-6
 d. Identify and explain literary devices (L), including similes and exaggeration, to understand the text. 	Yes	Yes, Both documents expect students to understand the literary devices used in a text.	expects students to understand how literary devices are used in a text well enough to explain them, especially similes and	1997 3-4 Grade Span PI s B10 and B11	No, In the 2007 document the grade span configuration is 3-5 rather than 3-4.	Levels 1-6
similes and exaggeration, to understand the text.	163		, ,	and BTT	tilali 5-4.	Levels 1-0
		Yes, Both documents expect students to understand the themes. However, the 2007 descriptor expects the theme to	can require sophisticated reasoning so the 2007 descriptor for grade 3 expects students to recognize the theme	1997 Grade	No, In the 2007 document the grade span configuration is	
e. Recognize themes that are explicitly stated in texts to		be explicitly stated in	when it is explicitly	Span 3-4 PI	3-5 rather	
aid comprehension.	Yes	the text.	stated in texts to aid	B12	than 3-4.	2-Comprehend
•						
	Dti-l ! :	Th - 1007 C	expects students will		connection can	
f. Explain why poems are different from other kinds of	1	The 1997 Grade Span	know why poems are	1007 Cr1-	be found at	
, , , , , , , , , , , , , , , , , , , ,	different grade	5-8 has language that	different from other	1997 Grade	the 1997 5-8	Lavala 1 /
fiction.	span.	encompasses poetry.	kinds of fiction.	Span 5-8 PI B8	Grade Span.	Levels 1-6

GRADE 4 PERFORMANCE INDICATOR						
Students read fiction, nonfiction, drama, and poetry,		document does not articulate expectations about drama and poetry until the 5-8 grade span. Although the openness of the 1997 PI has allowed room for interpretation	The 2007 descriptor specifically articulates fiction, nonfiction.	1997 3-4 Grade Span PI s B10	No, In the 2007 document, the grade span configuration is 3-5 rather	
within a grade appropriate span of text complexity.	Yes	for poetry to be	drama, and poetry.	and B11	than 3-4.	Levels 1-6
 a. Use knowledge of the situation, setting, and a character's traits, motivations, and feelings to determine 		Yes, Both documents expect students to draw conclusions	The 2007 descriptor provides the parameters of knowledge of the situation, setting, and a character's traits, motivations, and feelings as anchors for drawing conclusions about a character's motives and the	1997 Grade	No, In the 2007 document, the grade span configuration is 3-5 rather	
the causes for that character's actions.	Yes	about characters.	consequences of the	Span 3-4 PI B6	than 3-4.	4-Analysis
 b. Identify the main events of the plot (including their causes and the effects of events on future actions) and the major theme/s. 	Yes	Yes, Both documents expect students to identify the main events of the plot and the major theme (s).	expects students to understand how the causes and the effects of the main events contribute to future actions as well as identifying the major theme(s)).	1997 Grade Span 3-4 PI s B9 and B12	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	2-Comprehend
c. Define "Narrator" and identify the narrator of a story.	1997 PI is so broad that identifying the narrator is subsumed	Partial, To be able to identify the narrator, a student must understand the role a narrator plays.	The 2007 descriptor also expects students will be able to define "narrator".	1997 Grade Span PI s B10 and B11	2007 document, the grade span configuration is 3-5 rather	Levels 1-6
d. Identify and describe the effect of common literary devices on the reader, including figurative language and	Vos	Yes, Both documents expect students to identify and understand literary	also expects students to describe the effect common literary devices including figurative language and symbolism have	1997 Grade Span 3-4 PI s	No, In the 2007 document, the grade span configuration is 3-5 rather	Lovels 1.4
e. Explain the theme/s of a literary work.	Yes	Yes, Both documents expect students to understand the theme(s)) of a literary work.	expects students to be able to demonstrate their understanding by explaining the theme(s)) of a literary	1997 Grade Span 3-4 PI s B10 and B11	than 3-4. 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 1-6

f. Identify rhyme, rhythm, alliteration, and onomatopoeia in poetry to aid comprehension.	Yes	Yes, The 1997 PI 's expectations of interpreting fiction are so broad that the literary devices listed in the 2007 descriptor are subsumed.	expects students to be able to identify rhyme, rhythm, alliteration, and onomatopoeia in poetry as aids to comprehending the	1997 Grade Span 3-4 PI B10	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 1-6
GRADE 5 PERFORMANCE INDICATOR					2007	
Students read fiction, nonfiction, drama, and poetry, within a grade appropriate span of text complexity.	Yes	Yes	The 2007 descriptor specifically articulates fiction, nonfiction, drama, and poetry.	1997 Grade Span 5-8 PI s B8 and B9	document, the grade span configuration is 6-8 rather	Levels 1-6
 a. Make inferences about characters' actions and explain how their behaviors affect the plot and/or theme. 	language of the 1997 PI s are so broad that this 2007 descriptor can be subsumed within them.	Yes, Both documents expect students to make inferences about characters, plot, and theme.	The 2007 descriptor expects students to be able to explain how characters' actions affect the plot and/or theme.	1997 Grade Span 5-8 PI s B8 and B9	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 1-6
 b. Summarize texts and select representative passages for support to identify the main problem or conflict and explain how it is resolved. 	Yes	Yes	2007 descriptor narrows the focus of the summary to identifying the main problem or conflict and explaining how it is resolved.	1997 Grade Span 5-8 PI A7	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 2,4,5
c. Identify the speaker or narrator in a selection and tell whether the speaker or narrator is a character involved in the story.	Partial, The 1997 PI language is so broad that identifying the narrator in a selection and identifying whether the narrator is a character involved in the	Yes, With comprehension as the goal in both documents, identifying the speaker or narrator in a selection and telling whether the speaker or narrator is a character involved in the story contributes to understanding the	The language of the 2007 descriptor recognizes the	1997 Grade Span 5-8 PI A8	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	
d. Identify and define the function of figurative language, diction, and the use of literary devices including symbolism, to understand the text.	PI does not specifically expect that the function of figurative language and diction be defined.	Yes, Both documents expect students to understand figurative language and literary devices.	The language of the 2007 descriptor expects students to define the function of diction or figurative language as an aid to comprehension.	1997 Grade Span 5-8 PI B8	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 1-6
e. Understand that theme refers to the central ideas or meaning of a selection and identify themes whether they are implied or stated directly.	Yes	Yes	expects students to identify themes in text whether the theme(s)) are implied or stated directly.	1997 Grade	2007 document, the grade span configuration is 6-8 rather	4-Analysis

f. Identify and describe the function of common literary devices including simile, alliteration, idioms, simple metaphors, and imagery in poetry.	Yes	Yes	includes the expectation that students state the function of common literary devices in poetry.	1997 Grade Span 5-8 PI B6	2007 document, the grade span configuration is 6-8 rather than 5-8.	1-Knowledge
CDADE / DEDECOMANICE INDICATOR						
GRADE 6 PERFORMANCE INDICATOR	res, me					
Students read fiction, nonfiction, drama, and poetry, within a grade appropriate span of text complexity, and analyze the characteristics noting how structural features and common literary devices help shape the reader's response.	language of the 1997 PI s are so broad it can be assumed that the analysis of how structural features and common literary devices shape the reader's response could be included in	Yes, Both documents expect students to apply effective strategies to the reading and interpretation of literary texts.	The language of the 2007 PI specifically identifies fiction, nonfiction, drama, and poetry as the types of literary texts.		No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8	Levels 1-6
response.	be included in	interary texts.	2007 descriptor	Bo and By	No, In the	Levels 1-0
 a. Describe external and internal conflicts of the characters and its effect on the plot. 	Yes	Yes, Both documents expect students to understand the conflict in the story.	expects students to describe the external and internal conflicts of characters and the	1997 Grade Span 5-8 PI B7	2007 document, the grade span configuration is 6-8 rather than 5-8	1-Knowledge
 b. Analyze the influence of the setting on the problem and its resolution. 	1997 PI expects students to recognize complex elements of	Yes, Both documents expect students to understand the role the setting has in the story.	The 2007 descriptor expects students to analyze the influence the setting has on the problem and its resolution.	1997 Grade Span 5-8 PI B7	2007 document, the grade span configuration is 6-8 rather than 5-8	1-Knowledge
c. Explain the difference between first-person and third- person narration.	1997 PI is so broad that literary point of view could be measured by the PI.	Knowing the difference between first-person and third-person narration are important as aids to comprehending a text.	The 2007 descriptor expects students to be able to explain the difference between first-person and third-person narration.	1997 Grade Span 5-8 PI A8	2007 document, the grade span configuration is 6-8 rather than 5-8	Levels 1-6
d. Explain the effects of common literary devices (L), including imagery, symbolism, or metaphors in a variety of fictional and literary nonfiction texts, to understand the text.	Partial, Both documents expect students to recognize the use of common literary devices.	document expects students to go beyond recognizing the literary devices to understanding the effects of these common literary	The 2007 descriptor expects students to explain the effects of common literary devices used in the text.	1997 Grade Span 5-8 PI B6	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8	1-Knowledge

		I	THE ZOOT GESCRIPTOR	1	No, m mc	
			expects students to		2007	
			identify themes in text		document, the	
			whether the	1997 Grade	grade span	
e. Determine the theme of a selection, whether implied or			theme(s)) are implied		configuration is	
stated directly.	Yes	Yes	or stated directly.	B13	6-8 rather	4-Analysis
			expects students to			
			analyze how figurative		No, In the	
			language, rhythm,		2007	
			alliteration, and		document, the	
			rhyme used in a poem		grade span	
			contribute to		configuration is	
f. Identify how meaning is conveyed in poetry through				1997 Grade	6-8 rather	
figurative language, rhythm, alliteration, and rhyme.	Voc	Voc	understanding the			Lavala 1 /
ngurative language, mythm, alliteration, and myme.	Yes	Yes	poem.	Span 5-8 PI B8	tnan 5-8	Levels 1-6
GRADE 7 PERFORMANCE INDICATOR						
STADE / LIN ONWAINGE INDICATOR	Yes, The					
	language of the					
	1997 PI s are					
	so broad it can					
	be assumed					
	that the					
	analysis of how					
	structural	Yes, Both documents			No, In the	
Charles to see al. Catherine see Catherine shares and see that	features and	expect students to	The language of the		2007	
Students read fiction, nonfiction, drama, and poetry,	common	apply effective	2007 PI specifically		document, the	
within a grade appropriate span of text complexity, and	literary devices	strategies to the	identifies fiction,		grade span	
analyze the characteristics noting how structural features	shape the	reading and	nonfiction, drama, and	1997 Grade	configuration is	
and common literary devices help shape the reader's	reader's	interpretation of	poetry as the types of	Span 5-8 PI s	6-8 rather	
response.	response could	literary texts.	literary texts.	B8 and B9	than 5-8.	Levels 1-6
	Partial, The		The 2007 descriptor			
	language of the		expects students to			
	1997 PI is		analyze			
	broad and		characterization			
	analysis of an		techniques, including			
	author's	The 2007 descriptor	the character's		No, In the	
		expects students to	thoughts, words, and		2007	
a. Analyza an authoria abaracterization technique	techniques	analyze what they	actions; the narrator's		document, the	
a. Analyze an author's characterization techniques	could be	know about characters	description; and the		grade span	
including the character's thoughts, words, and actions; the		and how they know	thoughts, words, and		configuration is	
narrator's description; and the thoughts, words, and	effective	what they know about	actions of other	1997 Grade	6-8 rather	
actions of other characters.	strategy for	the characters.	characters.	Span 5-8 PI B8	than 5-8.	Levels 1-6
			expects students to			
			understand the impact			
		Yes, Both documents	events have on		No, In the	
		expect students to	advancing the plot		2007	
		apply effective	and which events		document, the	
		strategies to the	contribute to past or		grade span	
b. Identify events that advance the plot and determine		reading and	present action or		configuration is	
how each event explains past or present action or		interpretation of	foreshadow future	1997 Grade	6-8 rather	
foreshadows future action.	Yes	literary texts.	action.	Span 5-8 PI B8	than 5-8.	Levels 1-6

	Translan IIIo	Ondorotanian (T	T.		
		different types of			2007	
	broad that	literary point of view is			document, the	
	literary point	critical to	The 2007 descriptor		grade span	
	of view could	understanding from	expects students to		configuration is	
c. Contrast points of view including first person, third	be measured	which point of view a	contrast points of	1997 Grade	6-8 rather	
person, limited and omniscient in a literary text.	by the PI.	story is told.	view.	Span 5-8 PI A8	than 5-8.	Levels 1-6
	language of the					
	1997 PI s are		The 2007 descriptor			
	broad and		expects students to		No, In the	
		Understanding a	identify the		2007	
	the relationship	-	relationship between		document, the	
	between the	contributes to	the use of literary	1007.0	grade span	
d. Identify the relationship between the use of literary	use of literary	comprehending the	devices and a writer's		configuration is	
devices and a writer's style to understand the text.	devices and a	texts the author		Span 5-8 PI s	6-8 rather	Lovelo 1 (
devices and a writer's style to understand the text.	writer's style.	writes.	comprehension.	B8 and B9	than 5-8.	Levels 1-6
		Yes, Both documents	The 2007 descriptor		2007	
		expect students to	expects students to		document, the	
		examine the	compare how similar	1997 Grade	grade span	
e. Compare how similar themes are presented in different		connections among		Span 5-8 PI	configuration is	
works.	Yes	various works.	in different works.	B12	6-8 rather	Levels 4,5
			expects students to		No, In the	
			analyze how word		2007	
			choice, sentence		document, the	
E Intentify have made in a conveyed in a column through			structure, line length,		grade span	
f. Identify how meaning is conveyed in poetry through			and punctuation		configuration is	
word choice, sentence structure, line length, and			contribute to a poem's		6-8 rather	
punctuation.	Yes	Yes	meaning.	Span 5-8 PI B8	than 5-8.	Levels 1-6
ODADE O REDEORMANOE INDICATOR						
GRADE 8 PERFORMANCE INDICATOR	теѕ, тпе					
	language of the					
	1997 PI s are					
	so broad it can					
	be assumed					
	that the					
	analysis of how					
	structural					
	features and	Yes, Both documents			No, In the	
Students read fiction, nonfiction, drama, and poetry,		expect students to	The language of the		2007	
within a grade appropriate span of text complexity, and	-	apply effective	2007 PI specifically		document, the	
	•	strategies to the	identifies fiction,		grade span	
analyze the characteristics, noting how structural features	reader's	reading and	nonfiction, drama, and		configuration is	
and common literary devices help shape the reader's	•	interpretation of	poetry as the types of	•	6-8 rather	
response.	be included in	literary texts.	literary texts.	B8 and B9	than 5-8.	Levels 1-6

	Yes. The	T	T	T	T	
	language of the					
	1997 PI s are					
	so broad it can		T. 0007.1			
	be assumed		The 2007 language			
	that the		expects students to		No, In the	
	analysis of how	Yes, Both documents	analyze the effect the		2007	
	a character's	expect students to	qualities of a		document, the	
	qualities could	understand the	character have on the		grade span	
	be included in	relationship among	plot and on the		configuration is	
a. Analyze the effect of the qualities of a character on the	the	complex elements of	resolution of the	1997 Grade	6-8 rather	
plot and on the resolution of the conflict.	interpretation	plot.	conflict.	Span 5-8 PI B8	than 5-8.	Levels 1-6
	Partial, The	1	expects students to			
	1997 PI		evaluate the		No. In the	
	expects	Dortiol The 2007	structural elements of		2007	
b. Evaluate the structural elements of the plot, such as	students to	Partial, The 2007	the plot; the		document, the	
subplots, parallel episodes, and climax; the plot's	recognize	descriptor expects	development of the		grade span	
	complex	students to evaluate	plot; and the way in		configuration is	
development; and the way in which conflicts are (or are	elements of	the effectiveness of	which conflicts are (or		6-8 rather	
not) addressed and resolved.	plot.	the plot.	are not) addressed	Span 5-8 PI B7	than 5-8.	1-Knowledge
	Yes, The 1997					
	PI is so broad					
	that how					
	different points				No, In the	
	of view affect		The 2007 descriptor		2007	
	the overall		expects students to		document, the	
	theme of the	Yes, Both documents	explain how different		grade span	
	work could be	strive for deep	points of view can		configuration is	
c. Explain how different points of view can affect the	an effective	understanding of the	affect the overall	1997 Grade	6-8 rather	
overall theme of the work.	strategy when	texts.	theme of the work.	Span 5-8 PI B8	than 5-8.	Levels 1-6
overall theme of the work.		texts.	therne of the work.	Spair 3-0 11 B0	triair 5-0.	Levels 1-0
	language of the		T. 0007 I I I			
	1997 PI s are		The 2007 descriptor			
	broad and		expects students to		No, In the	
	could measure	Understanding a	analyze the literary		2007	
	the relationship	,	devices that define a		document, the	
	between the	contributes to	writer's style and use		grade span	
	use of literary	comprehending the	this understanding to	1997 Grade	configuration is	
d. Analyze the literary devices that define a writer's style	devices and a	texts the author	comprehend texts	Span 5-8 PI s	6-8 rather	
and use those elements to interpret the text.	writer's style.	writes.	written by the author.	B8 and B9	than 5-8.	Levels 1-6
			expects students to		2007	
		Yes, Both documents	identify and analyze		document, the	
		·			·	
		expect students to	recurring themes that	1007.0	grade span	
a Identify and analyze recurring themse that annear		identify and analyze	frequently appear	1997 Grade	configuration is	
e. Identify and analyze recurring themes that appear	1	themes across various	across traditional and	•	6-8 rather	
frequently across traditional and contemporary works.	Yes	works.	contemporary works.	B12	than 5-8.	Levels 4-5

				_		
			The 2007 descriptor			
			expects students to			
			analyze the how			
			diction, figurative			
			language, repetition,		No, In the	
			rhyme, and tone are		2007	
			J .			
			used to convey		document, the	
			meaning so they can		grade span	
			describe how these		configuration is	
f. Describe the use of diction, figurative language,			literary devices	1997 Grade	6-8 rather	
repetition, rhyme and tone to convey meaning in poetry.	Yes	Yes	contribute to	Span 5-8 PI B8	than 5-8.	Levels 1-6
9-Diploma PERFORMANCE INDICATOR						
	Partial, The 2007				No, In the 2007	
Ctudente read tout, within a grade engrapriete enem of	PI has a more	Partial, The 2007 PI	The 2007 document		document, the	
Students read text, within a grade appropriate span of	defined role for	clearly articulates students	clearly states the		grade span	
text complexity, and present analyses of fiction,	reading and	prepare an analysis with	-	1997 Grade Span	configuration is 9-	
nonfiction, drama, and poetry, using excerpts from the	interpreting	assertions that are	from the text are used to	9-12 PI s B7 and	D rather than 9-	
text to defend their assertions.	literary texts.	defended.	defend assertions.	B8	12.	Levels 1-6
	,	literary point of view	expects students to	-		20.0.010
		can affect the way	know the difference			
		elements of plot are	between first- and			
	Dankial Tha	•			Nie III de	
	Partial, The	portrayed and	third- person		No, In the	
	1997 PI is so	therefore have an	narration and to		2007	
	broad that	impact on the reader's	understand the effect		document, the	
	literary point	interpretation of the	point of view can have		grade span	
a. Analyze the difference between first- and third-person	of view could	text is important	on a reader's	1997 Grade	configuration is	
narration and the effect of point of view on a reader's	be measured	knowledge for	interpretation of a	Span 9-12 PI s	9-D rather	
interpretation of a text.	by the PI.	students to have when	text.	B7 and B8	than 9-12.	Levels 1-6
	.,				-,	Levels 1 0
			focused on the		2007	
			evaluation of the		document, the	
			theme or themes		grade span	
			whether they are	1997 Grade	configuration is	
b. Evaluate the theme or themes, whether explicitly stated			explicitly stated or	Span 9-12 PI	9-D rather	
or implied, in a literary text.	Yes	Yes	implied in a literary	B11	than 9-12.	Levels 4-6
		ovpost students to	ovposts students to		No, The	
	Voc. but at a	expect students to	expects students to	1007 Crada		
a Identify and compare and analyze requiring themes	Yes, but at a	identify and analyze	identify, compare, and		connection is	
c. Identify and compare and analyze recurring themes	lower grade	themes across various	analyze recurring	Span 5-8 PI	at the 1997 5-	
across works.	span	works.	themes across works.	B12	8 grade span.	Levels 4,5
	Partial, the					
	actions and	Partial, The 1997 PI	The 2007 descriptor		No, In the	
	interactions of	expects students to	increases the		2007	
	characters can be	identify the simple and	cognitive demand by		document, the	
	revealed through	complex actions and	requiring students		grade span	
	external and	interactions of main	analyze the external	1997 Grade	configuration is	
	internal conflicts	and subordinate	and internal conflicts	Span 9-12 PI	9-D rather	
d. Analyze external and internal conflicts of characters.	of characters.	characters	of characters.	B2	than 9-12.	Lovols 2.4
u. Anaryze externar and internal conflicts of characters.	or criaracters.	100, Both documents	THE ZOOT GESCHIPTON	DZ	NO, III IIIC	Levels 2,4
		expect students to	focuses the analysis to		2007	
		analyze the effect	the effect common		document, the	
		common literary	literary devices have	1997 Grade	grade span	
e. Determine the effects of common literary devices on		devices have on a		Span 9-12 PI	configuration is	
the style and tone of a text.	Yes	work.	of a text.	B5	9-D rather	Levels 1,4
<u>, </u>	1	1	1	1 -		207010 1,7

f. Analyze how meaning is conveyed in poetry through diction, figurative language, repetition, and rhyme.	Yes Partial, The 2007 PI is so broad that		focuses the interpretation of poetry on how diction, figurative language, repetition, and rhyme help convey meaning in poetry.	1997 Grade Span 9-12 B5	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 1,4
g. Compare types of poetry. (L)	comparing types of poetry could be considered a strategy for interpreting fiction.	Partial, The more students understand about different types of poetry the more information they will have to help with comprehending poetry.	•	1997 Grade Span 9-12 PI B7	No, In the 2007 document, the grade span configuration is 9- D rather than 9- 12.	Levels 1-6
A3 Informational Texts						
PK-2 PERFORMANCE INDICATOR						
Students read informational texts, within a grade appropriate span of text complexity, for different purposes.	1997 document expects students to apply reading, listening, and viewing strategies to informational texts while the 2007 expects reading only within the reading standard and places listening and viewing in other 2007 content standards (i.e., Listening and	Partial, The 2007 document includes an expectation about text complexity.	different purposes.	1997 Content Standard D	Yes, Since the connection into 1997 CS D, Informational Texts, the connection applies across the grade spans.	Levels 1-6
a. Ask and answer relevant questions.	Yes, but at a higher grade span.	Yes, The language of the 1997 PI is so broad, this 2007 descriptor easily fits within the parameters of the 1997 PI.	clearly states an expectation that students will interact with text so they are able to ask and answer relevant	1997 Grade Span 3-4, PI D3	No, The connection is at the 1997 3- 4 Grade Span	Levels 2,3,4
b. Restate facts from the text.	Yes	demonstrating understanding of the main idea of simple expository information is to restate facts from the text.	· ·	1997 Grade Span PK-2 PI D1	Yes, Pk-2	2-Comprehend

c. Follow one and two step written instructions.	Yes, but at a higher grade span.	the 1997 PI is so broad, this 2007 descriptor easily fits within the parameters of the 1997 PI.	step written instructions is one example of a purpose for reading informational texts.	1997 Grade Span 3-4 PI D3	No, The connection is at the 1997 3- 4 Grade Span	Levels 2,3,4
GRADE 3 PERFORMANCE INDICATOR						
	Partial, The 1997 document expects students to apply reading, listening, and viewing strategies to informational texts while the 2007 expects reading only within the reading					
	standard and		The 2007 PI expects		No, In the	
Students read and summarize informational texts, within a	places listening and viewing in other 2007	Partial, The 2007 document includes an	students to read and understand informational texts well enough to	1997 Grade	2007 document, the grade span configuration is	
grade appropriate span of text complexity, for different	standards (i.e.,	expectation about text	summarize the	Span 3-4 PI s	3-5 rather	
purposes.	Listening and	Yes, Generating questions that can be answered by using	content. The 2007 descriptor expects students to understand the content of the	D2, D4	than 3-4	Levels 2,4,5
	Yes, The language of the 1997 Pl is so broad, this 2007	text features and information found within the text can be	informational text well enough to be able to generate questions		No, In the 2007 document, the	
a. Generate questions, with support, that can be answered	descriptor easily fits within the parameters of the	one way of demonstrating comprehension of the	(with support from others) that can be answered using text	1997 Grade Span 3-4 PI s	grade span configuration is 3-5 rather	
using text features and information found within the text.	1997 PI.	text.	features and	D3	than 3-4	Levels 2,3,4
		1997 PI s expects students to use the chapter and section headings, topic sentences, and	The 2007 descriptor expects students to locate information in a		No, In the 2007 document, the grade span	
b. Use organizational text features including titles, tables		summary sentences to	text by using the	1997 Grade	configuration is	
of contents, chapter headings, a glossary, or an index to	Voc	construct the main	organizational text	Span 3-4 PI s	3-5 rather	Lovolo 2.2
ocate information.	Yes	ideas which is beyond	features.	D1, D2	than 3-4	Levels 2,3

 a. Create questions that can be answered by the text using text features and information found within the text. 	Yes, The language of the 1997 PI is so broad, this 2007 descriptor easily fits within the parameters of the 1997 PI.	questions that can be answered by using text features and information found within the text can be one way of demonstrating comprehension of the	expects students will understand the text well enough to create questions that can be answered using the text features and information found within the text.	1997 Grade Span 3-4 PI s D3	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4	Levels 2,4,5
b. Use organizational text features including headings and sub-headings, bullets, and bold face to aid comprehension.	Yes	Yes, Both documents expect students to use text features as aids to comprehending the text.	The 2007 descriptor expects students will use text features to construct meaning from the text.	1997 Grade Span 3-4 PI s D1, D2	No, In the 2007 document, the grade span configuration is 3- 5 rather than 3-4	Levels 2,3
c. Identify the main idea and details from the text to support the main idea.	section	Partial, The 2007 descriptor expects students to identify the main idea and its supporting details which can be at a lower cognitive demand than constructing the main idea.	The 2007 descriptor describes a scaffold step towards the 2007 PI of summarizing text.	1997 Grade Span 3-4 PI D1	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4	Levels 2,3
d. Draw conclusions about ideas as they are presented in the text.	1997 PI is so broad, this	conclusions about ideas in a text serves	The 2007 descriptor expects students to draw conclusions about ideas as they are presented in the text.	1997 Grade Span 3-4 PI D3	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4	Levels 2,3,4
e. Follow four or more multiple step written instructions.	language of the 1997 PI is so broad, this 2007 descriptor easily fits within the parameters of	Following four or more multiple step written instructions is one example of a purpose for reading informational texts.	The 2007 descriptor expects students to follow four or more multiple step written directions.	1997 Grade Span 3-4 PI D 3	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4	Levels 2,3,4
GRADE 5 PERFORMANCE INDICATOR						

	T	T		ı	T	
	1997 PI					
	expects					
	students to					
	summarize					
	texts without					
	recognizing					
	that as texts	Partial, The 2007 PI				
	become more	recognizes that as the				
	sophisticated,	text grows in				
	students may	sophistication,	The 2007 PI expects			
	need to	students may need to	students will be able		No, In the	
	paraphrase all	first put the content of	to paraphrase text as		2007	
	or parts of the	a text in their own	well as be able to		document, the	
	texts before	words while taking	summarize texts at a		grade span	
Students read, paraphrase, and summarize informational	they will be	notes before they will	grade appropriate		configuration is	
texts, within a grade appropriate span of text complexity,	able to gain a	be able to summarize	span of text	1997 Grade	3-5 rather	
for different purposes.	more global	the text.	complexity.	Span 3-4 PI D4	than 3-4.	Levels 2,4,5
	Yes, The	revising questions that	expects students to			201013 2,7,0
	language of the		revise any questions			ļ
	1997 PI is so	using text features	they have created to		No, In the	
	broad, this	and information found	ensure that all		2007	
	2007 descriptor		questions can be		document, the	
	easily fits		•			
	-	one way of	answered by using		grade span	
a. Create and revise questions that can be answered by	within the	demonstrating	text features and	1007 Crada	configuration is	
	parameters of	comprehension of the	information found	1997 Grade	6-8 rather	
using text features and information found within the text.	the 1997 PI.	text.	within the text.	Span 5-8 PI A8	than 5-8.	Levels 2-6
	1997 PI					
	expects					
	students to use				No, In the	
	text features	Partial, The 2007			2007	
	including	document expects			document, the	
	diagrams,	students to do more	The 2007 document		grade span	
	illustrations,	than locate	expects students to		configuration is	
b. Use text features including diagrams, illustrations,	charts, and	information using text	use text features to	1997 Grade	6-8 rather	
charts and maps to aid comprehension.	maps to aid	features.	construct meaning.	Span 5-8 PI D8	than 5-8.	3- Application
		and section headings,	The 2007 descriptor		No, In the	
		topic sentences, and	expects students to		2007	
		summary sentences is	state the main ideas		document, the	
		-	presented in texts and		grade span	
		stating the main ideas	use evidence from the		configuration is	
c. State the main ideas presented in texts and use	Yes, but at a	and their supporting	text to support those	1997 Grade	3-5 rather	
evidence from the text to support those ideas.	lower grade span	details found in text.	ideas.	Span 3-4 PI D1	than 3-4.	Levels 2,3
	: 3 xxx xp xiii					207013 2,0
		Yes, Both documents	The language is class		No, The	
		· ·	The language is close between this 2007		connection is	
	Vac but at -	expect students to be		1007 Crada		
	Yes, but at a	able to distinguish	descriptor and the	1997 Grade	at the 1997	
d. Distinguish between facts and eninions in toyt	higher grade	between facts and		Span 9-12 PI	Grade Span 9-	4 Analysis
d. Distinguish between facts and opinions in text.	span	opinions.	12 PI.	D2	12 .	4-Analysis

	I	T	T -		T.	
	language of the		expects students to		No, In the	
	1997 PI is so		be able to read		2007	
	broad, this	Following multiple step	content area text		document, the	
	2007 descriptor	instructions is one	within a grade		grade span	
e. Follow multiple step instructions related to a content	easily fits	example of a purpose	appropriate span of		configuration is	
area text within a grade appropriate span of text	within the	for reading	text complexity and to	1997 Grade	6-8 rather	
complexity.	parameters of	informational texts.	follow multiple step	Span 5-8 PI A8	than 5-8.	Levels 2-6
GRADE 6 PERFORMANCE INDICATOR						
OTALISE OF ETALISMAN OF THE POST OF THE PO	the 2007		students to make			
	document		decisions about the			
	expresses the		usefulness of the			
	expectation		information based on		Yes, Since the	
	•					
	that students will read text	Voc. Both document-	their purpose for		connection is at the content	
Students read various informational texts, within a grade		Yes, Both documents	seeking the			
appropriate span of text complexity, making decisions	within a grade	expect students to be	information and to		standard level,	
about usefulness based on purpose, noting how the text	appropriate	critical users of	note how the text	1007 0	it applies	
	span of text	information found in	structures affect the	1997 Content	across all	
structures affect the information presented.	complexity.	informational texts.	information	Standard D	grade spans.	Levels 1-6
	Yes, The	revising questions that	expects students to			
		can be answered by	revise any questions			
	1997 PI is so	using text features	they have created to		No, In the	
	broad, this	and information found	ensure that all		2007	
	2007 descriptor		questions can be		document, the	
	easily fits	one way of	answered by using		grade span	
	within the	demonstrating	text features and		configuration is	
a. Create and revise questions that can be answered by	parameters of	comprehension of the	information found	1997 Grade	6-8 rather	
using text structures and information found within texts.	the 1997 PI.	text.	within the text.	Span 5-8 PI A8	than 5-8	Levels 2-6
			expects students to			
	Partial, It is		recognize the text		No, In the	
	unclear in the		structures used in		2007	
	1997 PI if the		informational sources		document, the	
	ways texts are	Partial, The 2007	and to use this		grade span	
b. Identify the text structures of informational publications	organized is by	document has a	information to obtain		configuration is	
including newspapers, magazines, and online sources and	text features or	glossary which defines	information from the	1997 Grade	6-8 rather	
use them to obtain information.	text structures.	text structures.	sources.	Span 5-8 PI D4	than 5-8	1-Knowledge
	Partial, The					
	1997 PI s					
	expects		The 2007 descriptor			
	students to		expects students to			
	identify the		comprehend deeply		No, In the	
	author's	Partial, It is unclear in	what they read by		2007	
	purpose and	the 1997 PI if following	tracing the		document, the	
	point of view	an argument means	development of an		grade span	
c. Identify and trace the development of an author's	when reading	tracing the	author's argument,	1997 Grade	configuration is	
argument, point of view, or perspective to aid	expository	development of an	point of view, or	Span 5-8 PI	6-8 rather	
comprehension.	information and	author's argument.	perspective.	D3,A8	than 5-8	Levels 2-6

	1	J			T I	
		_	expects students to		No, In the	
		the student must	make reasonable		2007	
	Partial, The	understand the global	statements and		document, the	
	1997 PI is at a	message of the text in	conclusions about the		grade span	
	higher level of	order to create	text and support them		configuration is	
d. Make reasonable statements and conclusions about the	cognitive	overarching	with evidence from	1997 Grade	6-8 rather	
text and support them with evidence from the text.	demand.	statements of truth or	the text.	Span 5-8 PI D5	than 5-8	5-Synthesis
	language of the		expects students to			
	1997 PI is so		be able to read		No, In the	
	broad, this		content area text or		2007	
	2007 descriptor	Following multiple step	technical manuals		document, the	
	easily fits	instructions is one	within a grade		grade span	
e. Follow multiple step instructions related to a content	within the	example of a purpose	appropriate span of		configuration is	
area text or technical manual within a grade appropriate	parameters of	for reading	text complexity and to	1997 Grade	6-8 rather	
span of text complexity.	the 1997 PI.	informational texts.	follow multiple step	Span 5-8 PI A8	than 5-8.	Levels 2-6
GRADE 7 PERFORMANCE INDICATOR						
	the 2007		students to make			
	document		decisions about the			
	expresses the		usefulness of the			
	expectation		information based on		No, In the	
	that students		their purpose for		2007	
	will read text	Yes, Both documents	seeking the		document, the	
Students read various informational texts, within a grade	within a grade	expect students to be	information and to		grade span	
appropriate span of text complexity, making decisions	appropriate	critical users of	note how the text		configuration is	
about usefulness based on purpose, noting how the text	span of text	information found in	structures affect the	1997 Content	6-8 rather	
structures affect the information presented.	complexity.	informational texts.	information	Standard D	than 5-8	Levels 1-6
	Yes, The	revising questions that	expects students to			
	language of the	can be answered by	revise any questions			
	1997 PI is so	using text features	they have created to		No, In the	
	broad, this	and information found	ensure that all		2007	
	2007 descriptor	within the text can be	questions can be		document, the	
	easily fits	one way of	answered by using		grade span	
	within the	demonstrating	text features and		configuration is	
a. Create and revise questions that can be answered by	parameters of	comprehension of the	information found	1997 Grade	6-8 rather	
using text structures and information found within texts.	the 1997 PI.	text.	within the text.	Span 5-8 PI A8	than 5-8	Levels 2-6
		The 2007 descriptor is	The 2007 descriptor			
		intended to be a	expects students to			
	Partial, The	prerequisite step	analyze the amount of			
	1997 PI	before a student can	coverage and			
	expects	achieve the 2007	organization of ideas			
	students to	Grade 7 PI A3. It is	in varied informational		No, In the	
	identify	unclear in the	materials in		2007	
	different ways	language in the 1997	preparation for		document, the	
	in which	PI why the student is	determining the		grade span	
	informational	expected to identify	usefulness of the		configuration is	
b. Analyze the amount of coverage and organization of	texts are	different ways in which	information for their	1997 Grade	6-8 rather	
ideas in varied informational materials.	organized.	informational texts are	purposes and to note	Span 5-8 PI D4	than 5-8	1-Knowledge

		,				
		generalizations means	The 2007 descriptor		No, In the	
		the student must	expects students to		2007	
	Partial, The	understand the global	draw conclusions		document, the	
	1997 PI is at a	picture of the text in	about a text and		grade span	
	higher level of	order to create	support them with		configuration is	
c. Draw conclusions about a text, and support them with	cognitive	overarching	evidence from the	1997 Grade	6-8 rather	
evidence from the text.	demand. Partial, The	statements of truth or	text.	Span 5-8 PI D5	than 5-8	5-Synthesis
	1997 PI	Both documents				
	expects	expect students to	TI 0007 I			
	students to	note any relationship	The 2007 document			
	identify	between how	expects students to			
	complex	information is	compare how the			
	structures in	organized and/or	same information is			
	informational	presented in varied	organized or			
	texts and the	informational texts and	presented in several			
	relationship	whether the	passages or articles			
	between the	organization or	from different texts		No, The	
	concepts and	presentation changes	and whether this	1997 Grade	connection is	
d. Compare information on the same topic in several	details in those	the information in any	affects the information	·	to the 1997 9-	
passages or articles from different texts.	structures	way.	in any way.	D4	12 Grade Span	Levels 1,4
		In order to explain how to	The 2007 descriptor			
		use a simple mechanical	expects students to			
		device by following	explain how to use a			
		directions in a technical	simple mechanical		No. The	
	Yes, but at a	manual, students will need	•		connection is to	
e. Explain how to use a simple mechanical device by	higher grade	to analyze and synthesize	, ,	1997 Grade Span	the 1997 9-12	
following directions in a technical manual.	span.	the directions.	manual.	9-12 PI D5	Grade Span	Levels 4,5
GRADE 8 PERFORMANCE INDICATOR						
	the 2007		students to make			
	document		decisions about the			
	expresses the		usefulness of the			
	expectation		information based on			
	that students		their purpose for		Yes, Since the	
	will read text	Yes, Both documents	seeking the		connection is	
Students read multiple informational texts, within a grade	within a grade	expect students to be	information and to		to a CS the	
appropriate span of text complexity, making decisions	appropriate	critical users of	note how the text		connection	
about usefulness based on purpose, noting how the text	span of text	information found in	structures affect the	1997 Content	applies across	
structures affect the information presented.	complexity.	informational texts.	information	Standard D	grade spans.	Levels 1-6
p	Yes, The	revising questions that	expects students to			
	language of the	can be answered by	revise any questions			
	1997 PI is so	using text features	they have created to		No. In the	
	broad, this	and information found	ensure that all		2007	
	2007 descriptor	within the text can be	questions can be		document, the	
			•			
	easily fits within the	one way of	answered by using text features and		grade span configuration is	
a. Create and revise questions that can be answered by		demonstrating		1997 Grade	, ,	
·	parameters of	comprehension of the	information found		6-8 rather	
using text structures and information found within texts.	the 1997 PI.	text.	within the text.	Span 5-8 PI A8	than 5-8	Levels 2-6

b. Analyze differences in the structures and purposes of varied informational materials.	1997 PI expects students to identify complex structures in informational texts and the relationship between the concepts and details in those structures	Both documents expect students to note the relationship between how information is presented in a source and how that presentation affects the information.	The 2007 descriptor expects students to analyze differences in the structure and purposes of varied informational materials to aid in determining if particular sources will be useful for the students' purposes for the information.	1997 Grade Span 9-12 D4	No, The connection is with the 1997 9-12 Grade Span	Levels 1,4
c. Evaluate the appropriateness of the evidence presented for an author's conclusions and evaluate whether the author adequately supports inferences.	1997 PI s expects students to identify the author's purpose and point of view and analyze the effects of each	Yes, Both documents expect students to be critical users of information found in informational texts.	expects students to evaluate the appropriateness of the evidence presented for an author's conclusions and evaluate whether the author adequately supports inferences.	1997 Grade Span 9-12 A3,A4	No, The connection is with the 1997 9-12 Grade Span	4-Analysis
d. Draw conclusions about information from multiple texts and support them with evidence from the texts.	Partial, The 1997 PI is at a higher level of cognitive demand.	generalizations means the student must understand the global picture of the text in order to create overarching statements of truth or	The 2007 descriptor expects students to draw conclusions about a text and support them with evidence from the text.	1997 Grade Span 5-8 PI D5	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8	5-Synthesis
e. Follow multiple step instructions to complete an application.	language of the 1997 PI is so broad, this 2007 descriptor easily fits within the parameters of	Following multiple step	The 2007 descriptor	1997 Grade Span 5-8 PI A8	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8	
9 - Diploma PERFORMANCE INDICATOR Students evaluate the validity, truthfulness and usefulness of ideas presented in informational texts, within a grade appropriate span of text complexity, noting how the text features and text structures affect the information presented.	the 2007 document expresses the expectation that students will read text within a grade appropriate span of text complexity.	Yes, Both documents expect students to be critical users of information found in informational texts.	expects students to evaluate the validity, truthfulness and usefulness of ideas presented in informational texts, noting how the text features and text structures affect the information	1997 Content Standard D	Yes, Since the connection is at the CS level, the connection applies across all grade levels.	Levels 1-6

	1007.01	T. 0007 I I I	T. 0007 I I I			
	1997 PI	The 2007 descriptor	The 2007 descriptor			
	expects	builds on the analysis	expects students to		No, In the	
	students to	and synthesis of the	evaluate the extent to		2007	
	analyze and		which the author's		document, the	
	synthesize the	informational texts to	conclusions can be		grade span	
	concepts and	evaluating the extent	5 5	1997 Grade	configuration is	
a. Evaluate the extent to which the author's conclusions	detail in	the author's	the provided	Span 9-12 PI	9-D rather	
can be logically drawn from the provided evidence.	informational	conclusions.	evidence.	D5	than 9-12.	Levels 4,5
	Partial, The	builds on the analysis				
	1997 PI	and synthesis of the				
	expects	concepts and details in	The 2007 descriptor			
	students to	informational texts to	expects students to		No, In the	
	analyze and	evaluating the data	evaluate the data		2007	
	synthesize the	contained in tables,	contained in tables,		document, the	
	concepts and	charts, and graphics,	charts, graphics, etc.		grade span	
	detail in	etc. for accuracy,	for accuracy,	1997 Grade	configuration is	
b. Evaluate the data contained in tables, charts, graphics,	informational	credibility, and	credibility, and	Span 9-12 PI	9-D rather	
etc. for accuracy, credibility, and relevancy.	texts.	relevancy.	relevancy.	D5	than 9-12.	
etc. for accuracy, credibility, and relevancy.	texts.	relevancy.	relevancy.	D3	tilali 9-12.	Levels 4,5
A4 Persuasive Texts						
PK-2 PERFORMANCE INDICATOR						
No performance indicator.						
No performance malcator.						
GRADE 3 PERFORMANCE INDICATOR						
	Partial, The					
	1997 document					
	did not have a	Partial, The 2007 PI				
	separate	states expectations for				
	content	text complexity. The			No. In the	
	standard for	rationale for the 2007			2007	
	persuasive	PI is students will	The 2007 PI expects		document, the	
	texts or	acquire a deeper	students to read		grade span	
	separate PI s.		persuasive texts and	1997 Grade	configuration is	
Students read persuasive texts, within a grade appropriate	Coding to 2007	analyze the persuasive	•	Span 3-4 PI D3,	0	
span of text complexity, to analyze the persuasive writing.	_		_	•	than 3-4.	
sparr or text complexity, to analyze the persuasive writing.	persuasive	writing,	persuasive writing,	A3		Levels 1-4
			the two documents is		No, The	
		Both documents	close with both		connection is	
	Yes, but at a	expect students to	documents expecting		with the 1997	
	higher grade	identify the author's	students to identify	1997 Grade	5-8 Grade	
a. Identify the author's purpose.	span.	purpose.	the author's purpose.	Span 5-8 PI D3	Span.	4-Analysis
	1997 document					
	PI expects				No, In the	
	students to		The 2007 descriptor		2007	
	identify the		does not prescribe the		document, the	
	main idea and	Both documents	format in which		grade span	
	supporting	expect students to	students identify the		configuration is	
	details through	· ·	main idea and	1997 Grade	3-5 rather	
h Identify the main idea and supporting details	_	identify the main idea			than 3-4.	1 2 4 5
b. Identify the main idea and supporting details.	a summary.	and supporting details.	supporting details.	Span 3-4 PI D4	uiaii 3-4.	Levels 2,4,5
GRADE 4 PERFORMANCE INDICATOR						
S.U.D. F. FERT ORIGINATOR INDIO/ITOR						

Students read persuasive texts, within a grade appropriate span of text complexity, to analyze the persuasive writing.	Partial, The 1997 document did not have a separate content standard for persuasive texts or separate PI s. Coding to 2007 persuasive	Partial, The 2007 PI states expectations for text complexity. The rationale for the 2007 PI is students will acquire a deeper comprehension if they analyze the persuasive writing,	The 2007 PI expects students to read persuasive texts and analyze the persuasive writing,	1997 Grade Span 3-4 PI D3, A3	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 1,4
a. Identify the central argument.	language of the 1997 PI is so broad, this 2007 descriptor easily fits within the parameters of	Identifying the central argument can be a purpose for reading.	The 2007 descriptor expects students to identify the central argument.	1997 Grade Span 3-4 PI D3, A3	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 1,4
b. Identify supporting details for the central argument.	language of the 1997 PI is so broad, this 2007 descriptor easily fits within the parameters of	Identifying the	The 2007 descriptor expects students to identify the supporting details to the central argument.	1997 Grade Span 3-4 PI D3, A3	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 1,4
c. Recognize the difference between facts and opinions.	Partial, The 1997 PI expects students at a higher grade span to distinguish between facts and opinions.	The difference between the two documents is in the cognitive demand of the expectations.	The 2007 descriptor expects students to recognize the difference between facts and opinions.	1997 Grade Span 9-12 PI D2	No, The connection is with the 1997 Grade Span 9-12.	4-Analysis
GRADE 5 PERFORMANCE INDICATOR Students read persuasive texts, within a grade appropriate span of text complexity, to analyze the persuasive writing.		Partial, The 2007 PI states expectations for text complexity. The rationale for the 2007 PI is students will acquire a deeper comprehension if they analyze the persuasive writing,	The 2007 PI expects students to read persuasive texts and analyze the persuasive writing,	1997 Grade Span 5-8 PI A8	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 2-6

a. Explicate the central argument by citing supporting evidence from the text.	broad and allows for the inclusion of this 2007 descriptor.	Explicating the central argument by citing supporting evidence from the text can be a purpose for reading.	expects students to explicate the central argument by citing supporting evidence from the text.	1997 Grade Span 5-8 PI A8	2007 document, the grade span configuration is 6-8 rather	Levels 2-6
b. Recognize arguments for and against issues.	broad and allows for the inclusion of this 2007 descriptor.	Recognizing arguments for and against issues can be a purpose for reading.	The 2007 descriptor expects students to recognize arguments for and against issues.	1997 Grade Span 5-8 PI A8	document, the grade span configuration is 6-8 rather	Levels 2-6
c. Differentiate between facts and opinions.	Yes, but at a higher grade span.	expect students to differentiate between facts and opinions.	The language is close between the two documents.	1997 Grade Span 9-12 PI D2	connection is with the 9-12 Grade Span.	4-Analysis
GRADE 6 PERFORMANCE INDICATOR Students evaluate the information in persuasive texts, within a grade appropriate span of text complexity, noting how the text structures and rhetorical devices affect the information and arguments presented in these texts.	Partial, The 1997 document did not have a separate content standard for persuasive texts or separate PI s. Coding to 2007 persuasive The 1997 PI is	Yes, Both documents expect students to be critical users of information found in texts. Recognizing text structures will help	The 2007 PI expects students to evaluate the information in persuasive texts and note how the text structures and rhetorical devices affect the information and arguments presented in these texts. expects students to recognize	1997 Grade Span 5-8 PI A8	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8. No, In the 2007	Levels 2-6
 a. Recognize organizational patterns of compare/contrast to aid in comprehension. 	broad and allows for the inclusion of this 2007 descriptor.	students know how to process information they read and therefore can be a purpose for reading.	organizational patterns of compare/contrast to support comprehending the	1997 Grade Span 5-8 PI A8	document, the grade span configuration is 6-8 rather than 5-8.	Levels 2-6
b. Identify the author's position or perspective.	Yes	Yes, Both documents expect students to identify the author's purpose and point of view or perspective.	The language is close between the two documents.	1997 Grade Span 5-8 PI A6	2007 document, the grade span configuration is 6-8 rather	4-Analysis
c. Distinguish among facts, supported inferences, and opinions.	1997 document expects students to distinguish between facts and opinions at a higher grade span.	Both documents expect students to distinguish between facts and opinions.	The 2007 document also expect students to distinguish among supported inferences, in addition to facts and opinions.	1997 Grade Span 9-12 PI D2	No, The connection with the 1997 9-12 Grade Span.	4-Analysis

	T					
d. Summarize the author's position or perspective.	Yes	Both documents expect students to summarize texts.	The 2007 descriptor expects students to summarize the author's position or perspective.	1997 Grade Span 5-8 PI A7	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 2,4,5
Students evaluate the information in persuasive texts, within a grade appropriate span of text complexity, noting how the text structures and rhetorical devices affect the	Partial, The 1997 document did not have a separate content standard for persuasive texts or separate PI s. Coding to 2007	Yes, Both documents expect students to be critical users of information found in	The 2007 PI expects students to evaluate the information in persuasive texts and note how the text structures and rhetorical devices affect the information and arguments presented in these	1997 Grade	No, In the 2007 document, the grade span configuration is 6-8 rather	
information and arguments presented in these texts.	persuasive	texts.	texts.	Span 5-8 PI A8	than 5-8.	Levels 2-6
a. Recognize organizational patterns of proposition/support and problem/solution to aid in comprehension.	The 1997 PI is broad and allows for the inclusion of this 2007 descriptor.	Recognizing text structures will help students know how to process information they read and therefore can be a purpose for reading.	expects students to recognize the organizational patterns of proposition/support and problem/solution to support	1997 Grade Span 5-8 PI A8	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 2-6
b. Identify and use ways to detect bias.	broad and allows for the inclusion of this 2007 descriptor.	Identifying and using ways to detect bias can be a purpose for reading.	The 2007 descriptor expects students to identify and use ways to detect bias.	1997 Grade Span 5-8 PI A8	2007 document, the grade span configuration is 6-8 rather	Levels 2-6
c. Identify problems with an author's use of figures of speech, logic, or reasoning	The 1997 PI is broad and allows for the inclusion of this 2007 descriptor.	with an author's use of figures of speech, logic, or reasoning can improve comprehension and therefore can be a purpose for reading.	The 2007 descriptor	1997 Grade Span 5-8 PI A8	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 2-6
d. Make reasonable judgments about a text through accurate, supporting evidence.	The 1997 PI is broad and allows for the inclusion of this 2007 descriptor.	judgments about a text through accurate, supporting evidence can deepen comprehension and therefore can be a purpose for reading.	The 2007 descriptor expects students to make reasonable judgments about a text through accurate, supporting evidence.	1997 Grade Span 5-8 PI A8	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 2-6
GRADE 8 PERFORMANCE INDICATOR						

	Partial, The		The 2007 PI expects	1	1	
	1997 document		students to evaluate			
	did not have a		the information in			
	separate		persuasive texts and			
	content		note how the text		No. In the	
	standard for		structures and		2007	
		Yes, Both documents			document, the	
Students evaluate the information in persuasive texts,	persuasive	· ·	rhetorical devices			
within a grade appropriate span of text complexity, noting	texts or	expect students to be	affect the information		grade span	
now the text structures and rhetorical devices affect the	separate PI s.	critical users of	and arguments	1007.0	configuration is	
	Coding to 2007	information found in	presented in these	1997 Grade	6-8 rather	
nformation and arguments presented in these texts.	persuasive	texts.	texts.	Span 5-8 PI A8	than 5-8.	Levels 2-6
	Partial, The	how organization			No, In the	
	1997 document	patterns shape an	The 2007 descriptor		2007	
	is broad and	author's argument	expects students to		document, the	
	allows for the	lead to deeper	analyze how		grade span	
a. Explain how organizational patterns such as	inclusion of this	understanding of text	organizational		configuration is	
compare/contrast, proposition/support, and	2007	•	patterns shape an	1997 Grade	6-8 rather	
problem/solution shape an author's argument.	descriptor.	purpose for reading.	author's argument.	Span 5-8 PI A8	than 5-8.	Levels 2-6
	1997 PI	between the two	3			
	expects	documents is the 2007	The 2007 descriptor		No, In the	
	students to	descriptor requires	expects students to		2007	
	identify the	analysis beyond	analyze the author's		document, the	
	author's	, ,	,		,	
	purpose and	determining the author's perspective to	perspective, noting		grade span	
b. Analyze the author's perspective, noting instances of				1007 C	configuration is 6-8 rather	
bias, stereotyping and generalizations.	the author's	looking for instances of	31 0	1997 Grade	than 5-8.	
olas, stereotyping and generalizations.	point of view.	bias, stereotyping, and	generalizations.	Span 5-8 PI A6	trian 5-8.	4-Analysis
		between the				
		documents is the 2007				
	5	descriptor expects				
	Partial, The	students to locate			No, In the	
	1997 PI	propaganda in a text			2007	
	expects	and explain the	The 2007 descriptor		document, the	
	students to	propaganda as it is	expects students to		grade span	
	understand the	used in the text. The	explain instances of		configuration is	
	concept of	2007 descriptor also	propaganda and faulty		6-8 rather	
c. Explain instances of propaganda and faulty reasoning.	propaganda.	expects students to	reasoning in texts.	Span 5-8 PI C5	than 5-8.	2-Comprehend
	Partial, The	between the two			No, In the	
	1997 PI is	documents is the 2007			2007	
	broad and	descriptor expects	The 2007 descriptor		document, the	
	allows for the	students to select a	expects students to		grade span	
	inclusion of this	position and support	evaluate position		configuration is	
d. Evaluate positions presented and take a supported	2007	this position after	presented and to take	1997 Grade	6-8 rather	
stand.	descriptor.	evaluating all	a stand.	Span 5-8 PI A8	than 5-8.	Levels 2-6
						200013 2 0
9-Diploma PERFORMANCE INDICATORS						
		-				

	Partial, The	Both documents	The 2007 PI expects			
	1997 descriptor		students to evaluate			
	expects	critical consumers of	the validity,			
	students to	information by	truthfulness and			
	identify the	evaluating how	usefulness of ideas		No, In the	
	devices an	accurate, valid, and	presented in		2007	
Students evaluate the validity, truthfulness and usefulness	author uses to	useful the author's	persuasive texts,		document, the	
of ideas presented in persuasive texts, within a grade	persuade		noting how the text		grade span	
appropriate span of text complexity, noting how the text	readers and	descriptor states	structures and	1997 Grade	configuration is	
structures and rhetorical devices affect the information	critique the	expectations for text	rhetorical devices	Span 9-12 PI	9-D rather	
and argument (s)) presented.	effectiveness of	complexity not found	affect the information		than 9-12.	Levels 4,6
and argument (3)) presented.	1997 PI	expects students to	arrect the information	7.0	than 7 TZ.	Levels 4,0
	expects	analyze the effects of				
	students to	the author's point of	The 2007 descriptor			
	identify the	view. The 2007	expects students to		No, In the	
	author's point	document carries the	evaluate the logic of		2007	
	of view and		-			
	analyze the	expectation further with the expectation	persuasive texts, noting instances of		document, the grade span	
	effects of that	for students to		1997 Grade	configuration is	
a. Evaluate the logic of persuasive texts, noting instances			unsupported	Span 9-12 PI	9-D rather	
of unsupported inferences and fallacious reasoning.	point of view on the text.	evaluate the logic presented in the texts.	inferences and	A4	than 9-12.	4 Amalysis
or unsupported inferences and ranacious reasoning.	Partial, The	presented in the texts.	fallacious reasoning. The 2007 descriptor	A4	than 9-12.	4-Analysis
	1997 PI		expects students to			
	expects		identify and describe			
	students to	Both documents	the effect of figurative			
	identify devices		language and other			
	_		rhetorical devices. The		No. In the	
	an author uses to persuade	evaluate how effective the devices used in the		*	No, In the 2007	
	•					
b. Identify and describe the effect of figurative language	readers and	texts are in	expected to evaluate		document, the	
and other rhetorical devices; explain why they do or do	critique the	contributing to the	and explain whether	1007 Crada	grade span	
not contribute to the overall effectiveness of the	effectiveness of	development of a	or not these devices	1997 Grade	configuration is	
	the use of	strong, supported	contribute to the	Span 9-12 PI	9-D rather	Lovelo 4 (
argument.	those devices.	position.	overall effectiveness	A 5	than 9-12.	Levels 4,6
	1997 PI					
	expects					
	students to					
	identify devices		TI 0007 I		No, In the	
	an author uses	The 2007 descriptor	The 2007 document		2007	
	to persuade	expects students to	expects students to		document, the	
c. Recognize and explain the use and abuse in persuasive	readers and	analyze whether forms			grade span	
	critique the	of nuance used in	the use and abuse of	1997 Grade	configuration is	
	effectiveness of	persuasive texts were	nuance in persuasive	Span 9-12 PI	9-D rather	
irony and over-or-understatement.	the use of	used effectively.	texts.	A5	than 9-12.	Levels 4,6
	0007	1 dritial, 1110 2007			103, 011100 1110	
		document clarifies the			connection is	
B. WRITING: Students write to express their ideas	gives separate	1997 content standard	TI 0007 : :		at the content	
and emotions, to describe their experiences, to	content	language of presenting			standard level,	
communicate information, and to present or analyze	standards to	lines of thought to	language succinctly	1007.0	the connection	
	writing and	mean present or	states the purposes	1997 Content	applies to all	
an argument.	speaking.	analyze an argument.	for writing.	Standard G	grades spans.	Levels 3-5
P1 Interconnected Floments						
B1 Interconnected Elements		1				

PK-2 PERFORMANCE INDICATOR						
Students use a writing process to communicate their ideas.	Yes	Yes	The 2007 PI keeps the purpose broad (to communicate) for the application of the writing process and lets the other 2007 writing PI s define a more specific purpose.	1997 Content Standard E	Yes, Since the connection is at the content standard level, the connection applies to the PK-2 grade span.	Levels 3-5
a. Select a focus for writing and develop an idea, including a beginning, middle and end.	Yes	Partial, The intent of this 2007 descriptor can be teased out to a degree from two 1997 writing PI s.		1997 Grade Span PK-2 PI s E1 and G1.	Yes, PK-2	Levels 3-5
b. Respond to clarifying questions and suggested revisions.	1997 document, the expectation that students will respond to feedback from	Partial, the 1997 document did not clearly articulate a process of writing approach for the PK-2	The 2007 descriptor begins to lay the foundational components of conferencing and revising a piece of writing to improve the quality of the writing.		No, The connection can be found at the 5-8 Grade Span.	Levels 4,5
c. Edit, with assistance, for correct grammar, usage, and mechanics	Yes	Yes, Both documents expect students to check their work for correct grammar, usage, and mechanics.	document refers to Edited American English and includes a qualifier that Pk-2 students will edit with		Yes, PK-2	4-Analysis
d. Create legible final drafts.	assumed expectation in the 1997 document, the expectation for legible final drafts is never clearly articulated.					
3-5 PERFORMANCE INDICATOR						
Students use a writing process with an emphasis on the development of a central idea, for a variety of audiences and purposes.	Partial, Writing process language can encompass ondemand settings as one of its purposes.		The 2007 PI expects students at this grade span will focus on the development of a central idea in their writings for a variety of purposes and audiences.	1997 Content Standard E	No, While the connection can apply to the grade span level, in the 2007 document, the grade span configuration is 3-5 rather than 3-4.	

			T	I	No, m mc	1
		Yes, The 1997 PI			2007	
		captures selecting a			document, the	
		purpose for writing in	The 2007 descriptor		grade span	
		the planning of the	indicates a step in the	1997 Grade	configuration is	
a. Select a purpose for writing.	Yes	writing.	writing process.	Span 3-4 PI E3	3-5 rather	Levels 3-5
<u> </u>		hoop interpreted to			2007	
		been interpreted to include using			document, the	
		structures to organize	The 2007 descriptor		grade span	
b. Pre-write using graphic or other structures to organize		ideas for writing in the	indicates a step in the	1007 Crado	configuration is	
their ideas.	Yes	planning of the	writing process.	Span 3-4 PI E3	0	Levels 3-5
their ideas.	162	 ·, · · · · · · · · · · · · · · · · ·	writing process.	3pail 3-4 PT E3		Levels 3-3
		been interpreted to			No, In the	
		mean that a well-			2007	
		written, organized			document, the	
		piece would require			grade span	
		establishing an	The 2007 descriptor		configuration is	
c. Establish an organizing structure and maintain a		organizing structure		1997 Grade	3-5 rather	
consistent focus.	Yes	and maintaining a	writing process.	Span 3-4 PI E3	than 3-4.	Levels 3-5
		been interpreted to			2007	
		mean that a well-	The 2007 descriptor		document, the	
		written, organized	describes two		grade span	
		piece would include an	components in a well-	1997 Grade	configuration is	
d. Include an introduction and conclusion.	Yes	introduction and a	developed piece.	Span 3-4 PI E3	3-5 rather	Levels 3-5
		been interpreted to				
		mean that a well-			No. In the	
		written, organized			2007	
		piece would include			document, the	
		coherent paragraphs			grade span	
		that have supporting	The 2007 descriptor		configuration is	
e. Write coherent paragraphs that have supporting		sentences and a	describes components	1997 Grade	3-5 rather	
sentences and a concluding sentence.	Yes	concluding sentence.	•	Span 3-4 PI E3	than 3-4.	Levels 3-5
<u> </u>					NO, III the	
		Yes, The 1997 PI	The 2007 descriptor		2007	
		articulates the	articulates a purpose		document, the	
f. Revise original drafts to improve coherence, provide		importance of revising	for revising that is in	1007.0	grade span	
·	V	in the quest for a well-	agreement with the	1997 Grade	configuration is	
better descriptive details, and to convey voice.	Yes	written piece.	1997 PI.	Span 3-4 PI E3	3-5 rather	Levels 3-5
		Yes, Both documents	The 2007 document		2007	
		expect students to	refers to Edited		document, the	
		check their work for	American English		grade span	
		correct grammar,	rather than Standard	1997 Grade	configuration is	
g. Edit for correct grammar, usage and mechanics.	Yes	usage, and mechanics.	English conventions.	Span 3-4 PI F1	3-5 rather	4-Analysis

h. Create legible final drafts.						
in or oute register infair drafts.						
	While an					
	assumed					
	expectation in					
	the 1997					
	document, the					
	expectation for					
	legible final					
	drafts is never					
	clearly					
	articulated.					
6-8 PERFORMANCE INDICATOR						
Students use a writing process to communicate for a	Partial, Writing		The 2007 Dilinary #5		No, In the	
variety of audiences and purposes.	process		The 2007 PI keeps the purpose broad (to		2007	
	language can		communicate) for the		document, the	
	encompass on-		application of the writing		grade span	
	demand		process and lets the other		configuration is	
	settings as one		2007 writing PI s define a		6-8 rather	
	of its purposes.	Yes	more specific purpose.	Standard E	than 5-8.	Levels 3-5
a. Determine a purpose for writing.		Yes, The 1997 PI			2007	
		language of planning			document, the	
		would involve	The 2007 descriptor		grade span	
			indicates a step in the	1997 Grade	configuration is	
	Yes	for writing.	writing process.	Span 6-8 PI E2	6-8 rather	Levels 3-5
b. Decide which information to include to achieve the		language of drafting			2007	
desired purpose.		and revising would			document, the	
		include deciding which			grade span	
		information to include	The 2007 descriptor		configuration is	
		to achieve the desired	indicates a step in the	1997 Grade	6-8 rather	
	Yes	purpose.	writing process.	Span 6-8 PI E2	than 5-8.	Levels 3-5
c. Revise drafts to improve focus and effect and voice,		articulates an	The 2007 descriptor		2007	
incorporating when appropriate peer feedback.		expectation to use	qualifies that the		document, the	
		direct feedback from	writer decides when it		grade span	
		peers and teachers to	is appropriate to		configuration is	
		revise and polish the	incorporate peer	1997 Grade	6-8 rather	
	Yes	content of finished	feedback.	Span 6-8 PI E1	than 5-8.	Levels 3-5
d. Edit for correct grammar, usage and mechanics.		Yes, Both documents	The 2007 document		2007	
		expect students to	refers to Edited		document, the	
		check their work for	American English		grade span	
		correct grammar,	rather than Standard	1997 Grade	configuration is	
	Yes	usage, and mechanics.	English conventions.	Span 6-8 PI F1	6-8 rather	4-Analysis
					2007	-
					document, the	
					grade span	
				1997 Content	configuration is	
e. Create writing to achieve a specific purpose. (L)	Yes	Yes		Standard E	6-8 rather	Levels 3-5

f. Create legible final drafts.	assumed					
1. Create legible final drafts.	expectation in					
	the 1997					
	document, the					
	expectation for					
	legible final					
	drafts is never					
	clearly					
	articulated.					
9-Diploma PERFORMANCE INDICATOR						
			The intent of the 2007 PI			
			is that the target audience			
			and specific purpose			
	Partial, Writing		drive decisions the writer			
	process		makes about the		No, In the 2007	
Students use a writing process to develop an appropriate	language can		appropriate genre to use		document, the	
genre, exhibiting an explicit organizational structure,	encompass on- demand		and the explicit		grade span	
perspective and style to communicate with target	settings as one		organizational structure,	4007.0	configuration is 9-	
audiences for specific purposes.	of its purposes.	Yes	perspective, and style to use.	1997 Content Standard E	D rather than 9- 12.	Levels 3-5
addictices for specific purposes.	or its purposes.	163	use.	Standard L	12.	Levels 5-5
		Locating and summarizing				
		information would occur				
		as students planned and	The 2007 descriptor			
		drafted their piece. At this	recognizes there will be			
		grade span, a well-	times when the writer will		No. In the 2007	
		developed, organized	need to use primary and		document, the	
		piece would often include	secondary sources of		grade span	
		the synthesis of	information to achieve the		configuration is 9-	
a. Locate, summarize and synthesize information from		information from many	desired purpose for the	1997 Grade Span	D rather than 9-	
primary and secondary sources, as necessary.	Yes	sources.	targeted audience.	9-12 PI E3	12.	Levels 3-5
	descriptor					
	recognizes an					
	important truth of					
	writing-in order to	· ·				
	achieve the	expect students to use	The 2007 descriptor		No, In the 2007	
	desired effect a	their knowledge of writing	expects students to apply		document, the	
	writer will often	to create well-written	aspects of various genres			
b. Apply aspects of various genres for rhetorical effect,	apply a	pieces with strong diction,	to achieve rhetorical	9-12 Content	configuration is 9- D rather than 9-	
strong diction and distinctive voice.	combination of genres.	distinctive voice, and the desired rhetorical effect.	effect, strong diction, and distinctive voice.	G Standards E and	12.	No
strong diction and distinctive voice.	gerires.	uesireu metoncai ellect.	distilletive voice.	J	14.	INO

Revise drafts to improve synthesis of information from ources ensuring that the organizational structure, erspective and style are effective for the targeted udience and purpose. Yes Yes Wes ideas. Yes, Both documents expect students to check their work for correct grammar, usage and mechanics. Create legible final drafts. Create legible final drafts. Assumed expectation in the 1997 document, the expectation for legible final drafts is never clearly articulated. EV2 Narrative W-2 PERFORMANCE INDICATOR Partial, The 1997 PI has the aption for students to dictate their students to dictate their stories or essays. In the 1997 PI has the aption for students to dictate their stories or essays.	izational structure, ective and style are ive for the targeted nce and purpose whether the esis of information ed a smooth flow of .	997 Grade Span 9-12 PI E3 and Content Standard	No, In the 2007 document, the grade span configuration is 9-	
Revise drafts to improve synthesis of information from ources ensuring that the organizational structure, perspective and style are effective for the targeted audience and purpose. Yes Yes Yes, Both documents expect students to check their work for correct grammar, usage and mechanics. Create legible final drafts. Create legible final drafts. Create legible final drafts. Assumed expectation in the 1997 document, the expectation for legible final drafts is never clearly articulated. Assumed expectation for legible final drafts is never clearly articulated. Assumed expectation for legible final drafts is never clearly articulated. Basility of the targeted expectation for legible final drafts is never clearly articulated. Basility of the targeted expectation in the 1997 document, the expectation for legible final drafts is never clearly articulated. Basility of the targeted expectation in the 1997 pl has the option for students to dictate their students to dictate their stories or essays. Basility of the targeted expectation for legible final drafts is never clearly articulated. Basility of the targeted expectation for legible final drafts is never clearly articulated. Basility of the targeted expectation for legible final drafts is never clearly articulated. Basility of the targeted expectation for legible final drafts is never clearly articulated. Basility of the targeted expectation for legible final drafts is never clearly articulated. Basility of the targeted expectation for legible final drafts is never clearly articulated.	on to improve the y of the piece, taking onsideration her the lizational structure, ective and style are live for the targeted nnce and purpose whether the lesis of information ed a smooth flow of lesis of document	997 Grade Span 9-12 PI E3 and Content Standard	document, the grade span	
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2. Revise drafts to improve synthesis of information from sources ensuring that the organizational structure, perspective and style are effective for the targeted audience and purpose. Yes Yes Yes Yes Yes Yes Yes	nce and purpose whether the esis of information ed a smooth flow of . E	997 Grade Span 9-12 PI E3 and Content Standard	document, the grade span	
and whe synthesis of improve synthesis of information from sources ensuring that the organizational structure, oberspective and style are effective for the targeted audience and purpose. Yes Yes Yes, Both documents expect students to check their work for correct grammar, usage and mechanics. The 20 refers Americ correct grammar, usage and mechanics. assumed expectation in the 1997 document, the expectation for legible final drafts is never clearly articulated. B2 Narrative PA-2 PERFORMANCE INDICATOR B3 Narrative Partial, The 1997 P1 has the option for students to dictate their stories or essays. B4 Students write stories that describe an experience. B5 Students write stories that describe an experience.	whether the esis of information ed a smooth flow of E	997 Grade Span 9-12 PI E3 and Content Standard	grade span	
and whe synthesis of improve synthesis of information from sources ensuring that the organizational structure, oberspective and style are effective for the targeted audience and purpose. Yes Yes Yes, Both documents expect students to check their work for correct grammar, usage and mechanics. The 20 refers Americ correct grammar, usage and mechanics. assumed expectation in the 1997 document, the expectation for legible final drafts is never clearly articulated. B2 Narrative PA-2 PERFORMANCE INDICATOR B3 Narrative Partial, The 1997 P1 has the option for students to dictate their stories or essays. B4 Students write stories that describe an experience. B5 Students write stories that describe an experience.	whether the esis of information ed a smooth flow of E	0-12 PI E3 and Content Standard		
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check their work for correct grammar, usage and mechanics. Yes usage, and mechanics. E. Create legible final drafts. Se. Create legible final drafts. Partial, The PK-2 PERFORMANCE INDICATOR Partial, The 1997 PI has the option for students to evidence of a beginning, middle, and end. It is confusing that the 1997 PI also description only the gesays. Students write stories that describe an experience. Create legible final drafts. Yes usage, and mechanics. Partial, The 1997 PI has the option for students to evidence of a description only the gesays. Check their work for correct grammar, usage and mechanics. Partial, The 1997 PI has the option for students to evidence of a description only the gesays.	s to Editor		document, the	Ì
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d. Edit for correct grammar, usage and mechanics. 2. Create legible final drafts. 3. Sasumed expectation in the 1997 document, the expectation for legible final drafts is never clearly articulated. 3. Satisfied by the second of the	rican English		configuration is 9-	l
d. Edit for correct grammar, usage and mechanics. e. Create legible final drafts. assumed expectation in the 1997 document, the expectation for legible final drafts is never clearly articulated. B2 Narrative PK-2 PERFORMANCE INDICATOR Partial, The 1997 PI has the option for students to dictate their stories or end. It is confusing that the 1997 PI also descripted in the 1997 PI also descripted i	er than Standard 19	997 Grade Span	D rather than 9-	1
assumed expectation in the 1997 document, the expectation for legible final drafts is never clearly articulated. B2 Narrative PK-2 PERFORMANCE INDICATOR Partial, The 1997 PI has the option for students to dictate their stories or end. It is confusing only the their expect. Students write stories that describe an experience. assumed expectation in the 1997 expectation in the 1997 PI also description in the 1997 PI also expectation in the 1		9-12 PI F1		4-Analysis
expectation in the 1997 document, the expectation for legible final drafts is never clearly articulated. B2 Narrative PK-2 PERFORMANCE INDICATOR Partial, The 1997 PI has the option for students to dictate their stories or end. It is confusing only the the 1997 PI also Students write stories that describe an experience. Expectation in the 1997 document, the expectation for legible final drafts is never clearly articulated. The 20 articulates expectations regarding a sequence that makes sense and evidence of a beginning, middle, and description only the description only the description only the that the 1997 PI also	5 55117611110115.			
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clearly articulated. 32 Narrative PK-2 PERFORMANCE INDICATOR Partial, The expectations regarding 1997 PI has the option for makes sense and stories students to dictate their stories or end. It is confusing that the 1997 PI also description only the description only the description of the transfer of]
articulated. B2 Narrative PK-2 PERFORMANCE INDICATOR Partial, The expectations regarding 1997 PI has the option for makes sense and stories students to evidence of a students to dictate their stories or end. It is confusing that the 1997 PI also expect]
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PK-2 PERFORMANCE INDICATOR Partial, The expectations regarding 1997 PI has the option for makes sense and stories students to dictate their stories or end. It is confusing that the 1997 PI also expect that describe an experience. Partial, The expectations regarding as equence that student stories or evidence of a description only that the 1997 PI also expect expect.				
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Partial, The 1997 PI has the option for students to dictate their stories or essays. Partial, The 1997 PI has the option for students to dictate their stories or essays. Partial, The 1997 PI has the option for students to evidence of a beginning, middle, and end. It is confusing that the 1997 PI also description only the description of the properties				
1997 PI has the option for students to dictate their stories or essays. 1997 PI has the option for students to evidence of a beginning, middle, and description only that the 1997 PI also description only the 1997 P				I
option for students to dictate their stories that describe an experience. option for students to evidence of a beginning, middle, and descripe only that the 1997 PI also expect	2007 PI expects]
option for students to dictate their stories that describe an experience. option for students to evidence of a beginning, middle, and descripe end. It is confusing that the 1997 PI also expect	ents to write			Ì
students to dictate their stories that describe an experience. students to dictate their stories or end. It is confusing that the 1997 PI also description only that the 1997 PI also expect	es that describe			Ì
dictate their stories or end. It is confusing only that the 1997 PI also description only that the 1997 PI also expect	kperience. It's]
stories or end. It is confusing only that the 1997 PI also description expects or expect expects.	•	1997 PK-2]
Students write stories that describe an experience. essays. that the 1997 PI also descripe expect		Grade Span PI		Ì
expect			Yes, PK-2	Levels 3-5
· ·	intivo dotaile	J I	103, FN-Z	reveis 3-3
Yes, The 1997 Grade include	riptive details. G			Ì
	cts students to			1
	cts students to de descriptive			1
students to begin to opport	cts students to de descriptive Is that provide an		No, the]
use descriptive reader	cts students to de descriptive		connection is]
Yes, but at a language that clarifies, mental	cts students to de descriptive Is that provide an		with the 1997]
	de descriptive Is that provide an rtunity for the		3-4 Grade]
	cts students to de descriptive Is that provide an rtunity for the er to create tal images of the	1997 Grade		Levels 3-5
	cts students to de descriptive Is that provide an rtunity for the er to create tal images of the rience described 1		Opuli	

		The unerence		T		
Students write narratives that relate events, ideas, observations, or recollections.	Partial, The 1997 PI s together move toward the scope this 2007 PI articulates.	between the two documents lies in their structures. With each 2007 PI addressing a mode of writing, the language of the PI and its descriptors describe the parameters of writing in that particular mode, taking in developmental considerations that are	students to be able to write in a variety of narrative formats which allow them to relate events, ideas, observations, and	1997 Grade Span 3-4 PI s G1,G2, G3,G4	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 3-5
 a. Provide a context in a storyline that enables the reader to imagine the event or experience. 	Partial, The 1997 PI articulates expectations regarding the use of descriptive details and the expectation for a definite beginning, middle, and ending.	between the two documents lies in their structures. With each 2007 PI addressing a mode of writing, the language of the PI and its descriptors describe the parameters of writing in that particular mode, taking in developmental considerations that are	storyline to describe the event or experience such a way that the reader can form visual images of the event or	1997 Grade Span 3-4 PI s G1,G2	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 3-5
b. Provide insight into why the selected event or experience is memorable.	Partial, While not directly stated in the 1997 PI, sharing insights in a piece of writing would require awareness of an intended audience and purpose.	between the two documents lies in their structures. With each 2007 PI addressing a mode of writing, the	The 2007 descriptor expects students to reflect on a memorable event or experience and share insights in their writing as to why the selected event or experience is	1997 3-4 Grade Span Pl G4	No, In the 2007 document, the grade span configuration is	
c. Include sensory details.	Yes, Use of sensory details is expected in the 1997 document.	Yes, When a writer uses sensory details, the desired effect can be to clarify, enhance, and develop ideas.	expect students to include sensory details in their writing as they relate events, ideas, observations, and recollections.		2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 3-5
6-8 PERFORMANCE INDICATOR						
		1		1		

	T	The unrecence	T			
		between the two				
		documents lies in their				
		structures. With each				
		2007 PI addressing a				
		mode of writing, the	The 2007 PI expects			
		<u> </u>	students to be able to			
		its descriptors describe			No, In the	
	Several 1997	the parameters of	narrative formats		2007	
	PI s together	writing in that	which allow them to		document, the	
	articulate	particular mode,	convey complex		grade span	
	language within	-	events, ideas,	1997 Grade	configuration is	
Students write narratives that convey complex ideas,	the scope of	developmental	observations, and	Span 5-8 PI s	6-8 rather	
observations, events, or reflections.	this 2007 PI.	considerations that are	· ·	G1,G2, G4, G7	than 5-8.	Levels 3-5
observations, events, or reflections.	The 1997 PI	considerations that are	recollections.	G1,G2, G4, G7	tilali 5-6.	Leveis 3-5
	articulates the		The 2007 descriptor			
	expectation	The difference	provides latitude for			
			'			
	that students	between the two	students to decide the		NI= 1 41	
	will write	documents is the 2007	narrative structure to		No, In the	
	stories that	descriptor allows	use when establishing		2007	
	include major		a point of view ,		document, the	
		narrative structures to	setting, and conflict to		grade span	
- Fatablish a plat (an athen pagenting atmost up) paint of	settings, and	convey complex ideas,	convey complex ideas,		configuration is	
a. Establish a plot (or other narrative structure), point of	deal with	events, observations,	events, observations,	1997 5-8 Grade		
view, setting, and conflict.	problems and	or recollections.	or recollections.	Span PI G2	than 5-8.	Levels 3-5
	Yes, The 1997					
	PI articulates					
	the expectation					
	that students					
	will write				No, In the	
	stories that		TI 0007 : ::		2007	
	include major		The 2007 descriptor		document, the	
	events, develop		expects students to		grade span	
	settings, and	Yes, Character	develop characters		configuration is	
	deal with		when writing	1997 5-8 Grade		
b. Develop characters.	problems and	element.	narratives.	Span PI G2	than 5-8.	Levels 3-5
		Both documents				
		expect students to				
	Partial, The	make decisions				
	1997 PI	regarding which	The 2007 descriptor		No, In the	
	expects	strategies and/or	expects students to		2007	
	students to use	structures to use in	select from a range of		document, the	
	structures	their writing based on	narrative strategies		grade span	
	appropriate to	the desired effect they	and use the strategies		configuration is	
	audience and	want the writing to	to achieve the desired		6-8 rather	
c. Use a range of narrative strategies for effect.	purpose.	have for the intended	effect.	Span 5-8 PI G3	than 5-8.	Levels 3-5

		T				
	1997 PI					
	expects					
	students to use					
	descriptive					
	language to					
	clarify,					
	enhance, and					
	develop ideas.	Expecting students to				
	Descriptive	use stylistic devices				
		provides students				
	example of a	many options as they				
	literary device	use the rules and			No, In the	
	a reader could	principles of writing to			2007	
	select and is	place words together	The 2007 descriptor		document, the	
	more limiting in	in such a way as to	expects students to		grade span	
	scope when	leave an indelible	use stylistic devices to		configuration is	
d. Use stylistic devices to clarify, enhance and develop	compared to	impression on the	clarify, enhance, and	1997 Grade	6-8 rather	
ideas.	the 2007	reader.	develop ideas.	Span 5-8 PI G7		Levels 3-5
9-Diploma PERFORMANCE INDICATOR	110 2007	roddor.	develop ideas.	Span 5-011 07	than 5-0.	20,013,0-0
o Diploma i Eta Oldinia de la Diolatora	The 1997 PI	between the two				
	expects	documents is that the	The 2007 PI expects			
	students to	2007 document	students to embed a			
	effectively	expects students to be			No, In the	
	develop such	judicious when using	written text when		2007	
	·	narrative text,				
	elements as	· ·	doing so would		document, the	
	setting, major	ensuring that the	contribute to		grade span	
	events,	choice will be an	effectively meeting	1997 Grade	configuration is	
Students embed narrative writing in a written text when	problems and	effective mode to	the intent of audience		9-D rather	
appropriate to the audience and purpose	solutions.	address the desired	and purpose.	G1	than 9-12.	Levels 3-5
	expects		The 2007 descriptor			
	students to		recognizes how			
	write pieces in		diction, syntax,		No, In the	
	a personal		imagery, and tone		2007	
	style, with a		create voice and		document, the	
	discernible	Both documents	expects students to		grade span	
			•	1007 Crada		
a Use diction syntax imagery and tone to create a	voice and	expect students to	create a distinctive	1997 Grade	configuration is	
a. Use diction, syntax, imagery, and tone to create a	effective	create a distinctive	_	Span 9-12 PI	9-D rather	
distinctive voice.	wording.	voice in their writing.	elements.	G8	than 9-12.	Levels 3-5
	PI s together					
	expect students					
	to organize					
	their work in a					
	manner that					
	suits the		The 2007 descritptor			
	purpose and to		expects students to		No, In the	
	use explicit	Both documents	organize ideas in a		2007	
	transitional	expect students to	logical sequence using		document, the	
	devices to	organize the ideas and	effective transitions		grade span	
	change a	use effective	when embedding	1997 Grade	configuration is	
b. Organize ideas in a logical sequence, with effective	situation or	transitions when	9	Span 9-12 PI s	9-D rather	
transitions.	move a reader	writing.	writing.	G6, G7	than 9-12.	Levels 3-5
ti di isitions.	move a readel	witting.	witting.	55, 57	ulaii 7-12.	LC 4 C13 3-0
B3 Argument/Analysis Expository						

PK-2 PERFORMANCE INDICATOR						
Students write to inform on a specific topic.	Partial, The 1997 PI has the option for students to dictate their stories or essays.	The 1997 PI expects students to write essays that convey basic ideas which is similar to the 2007 PI which expects students to write to inform on a specific topic. It is confusing that in the same 1997 PI there are	The 2007 PI expects students to write to inform on a specific topic and its descriptors define the appropriate PK-2 parameters for this writing.	1997 PK-2 Grade Span PI G1	Yes, PK-2	Levels 3-5
a. Write brief descriptions of objects, people, places or events.	1997 PI expects students to write essays which convey basic ideas and to write stories that have a sequence that makes sense and show evidence of a beginning,	The 2007 descriptor providess greater clarity regarding an appropriate PK-2 expectation for writing to inform on a topic.	The 2007 descriptor expects students to inform others on a topic by writing brief descriptions of objects, people, places, or events	1997 Grade Span PK-2 PI G1	Yes, PK-2	Levels 3-5
b. Record, in writing, and share information gathered.	Yes	between the two documents is the 1997 PI allows latitude regarding how students record information gathered.	Partial, The 2007 descriptor specifically states the students must record in writing information they have gathered.		Yes, PK-2	3-Application
3-5 PERFORMANCE INDICATOR						
Students write to identify and explain a position to an identified audience.	1997 document expects students to clearly state or suggest a central idea and provide supporting detail.	The difference between the two documents is the 2007 document expects students to write in an argumentative style.	The 2007 document expects students to identify and explain a position in writing to an identified audience.	1997 Grade Span 3-4 PI G3	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 3-5
 a. Summarize information from reading, listening or viewing. 	Yes	Yes, Both documents expect students to summarize information from reading, listening, or viewing.	Yes, The intent of the language is the same.	1997 Grade Span 3-4 PI D4	2007 document, the grade span configuration is 3-5 rather	Levels 2,4,5

b. Discuss a central question or idea by using relevant supporting facts and details.	1997 document expects students to clearly state or suggest a central idea and provide supporting detail.	The difference between the two documents is the 2007 document expects students to write in an argumentative style.	The 2007 document expects students to respond to a central question or idea by using relevant supporting facts and details.	1997 Grade Span 3-4 PI G3	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 3-5
6-8 PERFORMANCE INDICATOR						
Students write academic essays that state a clear position, supporting the position with relevant evidence.	distinct purposes in an oral 1997 PI expects students to summarize whole texts they have read by summarizing	document expects students to write in an argumentative style. between the two documents is the 2007 document expects students to not only summarize but also paraphrase and/or explain information	understanding of information they have read, heard, or viewed by summarizing,	1997 Grade Span 5-8 PI G6	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8. No, In the 2007 document, the grade span configuration is	Levels 2-6
a. Summarize and paraphrase and/or explain information from reading, listening or viewing.	important and representative	they have read heard, or viewed.	paraphrasing, and/or explaining the	1997 Grade Span 5-8 PI A7	6-8 rather than 5-8.	Levels 2,4,5
b. Write thesis-driven essays that build a logical argument excluding extraneous information and differentiating between facts and opinions.	1997 PI expects students to	between the two	expects students to build a logical argument and include pertinent evidence to support the thesis.	1997 Grade Span 5-8 PI G6	2007 document, the grade span configuration is 6-8 rather	Levels 2-6
9-Diploma PERFORMANCE INDICATOR						
Students write academic essays that structure ideas and arguments in a sustained and logical fashion.	1997 PI expects students to write to achieve distinct	document expects	expects students to write effective position papers that structure a logical, sustained argument.	1997 Grade Span 9-12 PI G5	2007 document, the grade span configuration is 9-D rather	Levels 3-6

	1997 PI s					
	expect students					
	to comprehend texts well					
	enough to					
	explain,					
	analyze and					
	synthesize					
	concepts and					
	details, critique the					
	effectiveness of				No. In the	
		Dath dansara	The 2007 december		2007	
	persuasive devices an	Both documents	The 2007 descriptor		document, the	
	author uses, or	expect students to be	expects students to explain and evaluate	1997 Grade		
	evaluate	critical consumers of the information they	information from	Span 9-12 PI	grade span configuration is	
a. Explain and evaluate information from reading, listening		receive from reading,	reading, listening, or	A5, B7,B8,	9-D rather	
or viewing.	accuracy,	listening, or viewing.	viewing.	D5,H11	than 912.	1 1 - 1 - /
or viewing.	ļ ,	listering, or viewing.		ווח,סט,		Levels 1-6
	Partial, The		expects students to		No, In the	
	1997 PI	The difference	build a logical		2007	
	expects	between the two	argument and support		document, the	
b. Write thesis-driven essays that build a logical argument	students to		assertions with		grade span	
		document expects	examples and	1997 Grade	configuration is	
and support assertions with examples and evidence that	distinct		evidence that are	Span 9-12 PI	9-D rather	
are accurate, credible, and relevant.	purposes.	argumentative style.	accurate, credible,	G5	than 912.	Levels 3-6
D4 Developing Expeditory						
B4 Persuasive Expository PK-2 PERFORMANCE INDICATOR						
TRETERIORIVIANOE INDIOATOR	Partial, The					
	1997 PI					
	expects					
	students to					
	write essays					
	which convey					
	basic ideas and					
	to write stories	The 2007 document is				
	that have a	more specific about	The 2007 PI lays a			
	sequence that	the purpose for	foundation for			
	makes sense	conveying basic ideas	persuasive writing by			
	and show	and that purpose is to	expecting students to	1997 PK-2		
	evidence of a	explain likes and	explain likes and	Grade Span PI		
Students write to explain likes and dislikes.	beginning,	dislikes.	dislikes in writing.	G1	Yes, PK-2	Levels 3-5

	Partiai, The					
	1997 PI					
	expects					
	students to	It is unclear in the				
	write essays	1997 PI if students				
	which convey	have to provide any				
	basic ideas and	support when they				
	to write stories	convey basic ideas.				
	that have a	The 2007 document				
	sequence that	clearly states the				
	makes sense	expectation for	The 2007 descriptor			
	and show	students to support	expects students to	1997 PK-2		
	evidence of a	opinions with	provide examples to	Grade Span PI		
upport opinions with examples.	beginning,	examples.	support their opinions.	G1	Yes, PK-2	Levels 3-5
5 PERFORMANCE INDICATOR						
	Partial, The					
	1997 PI is					
	broad and					
	expects				No. 15 41	
	students to				No, In the	
	write pieces that show				2007 document, the	
	awareness of a	One of the nurneces in			grade span	
	variety of	One of the purposes in the 1997 PI could be	The 2007 PI expects		configuration is	
	intended	to persuade a targeted	•	1997 Grade	3-5 rather	
udents write to persuade a targeted audience.	audiences and	audience.	a targeted audience.	Span 3-4 PI G4	than 3-4	Levels 3-5
ducints write to persuade a targeted addience.	1997 PI	addictice.	a targeted addictice.	Spair 3 4 1 1 04	than 5 4	Levels 5-5
	expects	The 2007 descriptor	The 2007 descriptor		No, In the	
	students to	expects a persuasive	expects students to		2007	
	clearly state or	piece while the 1997	establish a clear		document, the	
	suggest a	PI could be expecting	position on a topic and		grade span	
	central idea	a persuasive,	support that position		configuration is	
Establish a clear position on a topic and support the	and provide	informative, or	with relevant	1997 3-4 Grade		
osition with relevant evidence.	supporting	narrative piece.	evidence.	Span PI G3	than 3-4	Levels 3-5
8 PERFORMANCE INDICATOR						
OTEM ONWARDE INDICATOR	expects		The 2007 PI expects		No, In the	
	students to	The 2007 descriptor	students to write		2007	
		expects a persuasive	persuasive essays to		document, the	
	distinct	piece while the 1997	influence the		grade span	
	purposes in an	PI language is broad	positions, beliefs, or		configuration is	
udents write persuasive essays addressed to a specific	oral	when it states to write	opinions of a targeted	1997 5-8 Grade		
idience for a particular purpose.	presentation.	for distinct purposes.	audience.	Span PI G6	than 5-8.	Levels 2-6
	expects		The 2007 descriptor		No, In the	
	students to	The 2007 descriptor	expects students to		2007	
Employ a variety of persuasive techniques, including		expects a persuasive	employ a variety of		document, the	
esenting alternate views objectively or addressing	distinct	piece while the 1997	persuasive techniques	1007.0-	grade span	
esenting afternate views objectively of addressing of addr	purposes in an	PI language is broad	to influence the	1997 Grade	configuration is	
	oral	when it states to write	opinion, belief, or	Span 5-8 Grade	6-8 rather	
fluence the opinion, belief, or position of others	presentation	for distinct purposes	position of others.	Span Pl G5	than 5-8.	Levels 3-6
fluence the opinion, belief, or position of others.	presentation.	for distinct purposes.	position of others.	Span PI G5	than 5-8.	Levels 3-6

Students write persuasive essays exhibiting logical reasoning and rhetorical techniques. a. Employ a variety of persuasive techniques including anticipating, addressing and refuting potential counterclaims in a thesis-driven logical argument to influence the opinion, belief, or position of others.	oral 1997 PI expects students to write to achieve distinct	The 2007 descriptor expects a persuasive piece while the 1997 PI language is broad when it states to write for distinct purposes. The 2007 descriptor expects a persuasive piece while the 1997 PI language is broad when it states to write for distinct purposes.	The 2007 PI expects students to write persuasive essays exhibiting logical reasoning and rhetorical techniques. students to use a variety of persuasive techniques to write a logical argument that influences the opinion, belief, or position of others.	1997 Grade Span 9-12 PI G5 1997 Grade Span 9-12 PI G5, G10	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12. No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 3-6
B5 Practical Application PK-2 PERFORMANCE INDICATOR						
Students convey simple needs in writing.	Partial, but at a higher grade span.	_	The 2007 PI expects students to write and communicate their needs.	1997 Grade Span 3-4 PI G4	No, the connection is with the 1997 3-4 Grade Span.	Levels 3-5
a. Write a personal letter.	Partial, but at a higher grade span.	students to show awareness of a variety of intended audiences and identifiable purposes.	The 2007 descriptor expects students to be able to write a personal letter.	1997 Grade Span 3-4 PI G4	No, the connection is with the 1997 3-4 Grade Span.	Levels 3-5
b. Complete simple informational forms.	Partial, but at a higher grade span.	students to show awareness of a variety of intended audiences and identifiable purposes.	The 2007 descriptor expects students to complete simple informational forms.	1997 Grade Span 3-4 PI G4	No, the connection is with the 1997 3-4 Grade Span.	Levels 3-5
c. Write one and two step directions for completing a simple task.	Partial, but at a higher grade span.	students to show awareness of a variety of intended audiences and identifiable purposes.	expects students to write one and two step directions for completing a simple task.	1997 Grade Span 3-4 PI G4	No, the connection is with the 1997 3-4 Grade Span.	Levels 3-5
3-5 PERFORMANCE INDICATOR						
Students write letters, other requests for information or directions for completing a process.	1997 PI expects students to write to show awareness of a variety of intended audiences and identifiable	Both documents expect students to be able to write and communicate in a variety of practical applications.	The 2007 PI expects students to write letters, other requests for information or directions for completing a process.	1997 3-4 Grade	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 3-4

 a. Include date, when appropriate an inside address, salutation, body, closing, and signature when writing a letter. 	1997 PI expects students to write to show awareness of a variety of intended audiences and identifiable	Both documents expect students to be able to write and communicate in a variety of practical applications.	The 2007 descriptor expects students to be able to write letters and include all appropriate parts of a letter.		No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 3-5
b. Write multiple step directions for completing a task.	1997 PI expects students to write to show awareness of a variety of intended audiences and identifiable	Both documents expect students to be able to write and communicate in a variety of practical applications.	The 2007 descriptor expects students to write multiple step directions for completing a task.	1997 Grade Span 3-4 PI G4	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 3-5
6-8 PERFORMANCE INDICATOR						
Students write documents related to career development and simple business letters and job applications.	Partial, The 1997 PI expects students to use structures appropriate to audience and purpose.	Both documents expect students to be able to write and communicate in a variety of practical applications.	expects students to adjust their writing skills in order to write simple business letters, to complete job applications or other career related situations.	1997 Grade Span 5-8 PI G3	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 3-5
 a. Present information purposefully and succinctly to meet the needs of the audience. 	1997 PI expects students to use structures appropriate to audience and	Both documents expect students to be able to write and communicate in a variety of practical applications.	expects students to present information purposefully and succinctly to meet the needs of the audience.	1997 Grade Span 5-8 PI G3	2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 3-5
b. Convey specific requests for detailed information.	1997 PI expects students to use structures appropriate to audience and	Both documents expect students to be able to write and communicate in a variety of practical applications.	The 2007 descriptor expects students to convey specific requests for detailed information.	1997 Grade Span 5-8 PI G3	2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 3-5
c. Follow a conventional format such as for resumes, memoranda, and proposals.	1997 PI expects students to use structures appropriate to audience and	Both documents expect students to be able to write and communicate in a variety of practical applications.	The 2007 descriptor expects students to follow a conventional format when writing resumes, memoranda, and proposals.	1997 Grade Span 5-8 PI G3	2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 3-5

d. Write multiple step directions with annotation where appropriate, for completing a task.	1997 PI expects students to use structures appropriate to audience and	Both documents expect students to be able to write and communicate in a variety of practical applications.	expects students to write multiple step directions for completing a task and use annotations when appropriate.		document, the grade span configuration is 6-8 rather than 5-8.	Levels 3-5
9-Diploma PERFORMANCE INDICATOR						
Students write personal communication and pieces related to educational development, career issues, and civic participation.	1997 PI 's language is broad enough to include writing for practical	Yes, Both documents expect students to write effectively, in a personal style, with a discernible voice and effective wording.	students to use stylistic and rhetorical aspects of writing when writing for a variety of life-related purposes.	1997 Grade Span 9-12 PI G8	2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 3-5
 a. Complete college, job, licensing, and scholarship applications. 	1997 PI expects students to write pieces in which the organization follows from	Both documents expect students to be able to write and communicate in a variety of practical applications.	The 2007 descriptor expects students to complete college, job, licensing, and scholarship applications.	1997 9-12 Grade Span PI G7	No, In the 2007 document the grade span configuration is 9-D rather than 9-12.	Levels 3-5
b. Request information.	1997 PI expects students to write for distinct	expect students to be able to write and communicate in a variety of practical applications.	The 2007 descriptor expects students to request information.	1997 9-12 Grade Span PI G5	2007 document, the grade span configuration is 9-D rather	Levels 3-6
c. Write editorials.	1997 PI expects students to write for distinct	expect students to be able to write and communicate in a variety of practical applications.	The 2007 descriptor expects students to be able to write an effective editorial.	1997 Grade Span 9-12 G5	2007 document, the grade span configuration is 9-D rather	Levels 3-6
C. <u>RESEARCH:</u> Students engage in inquiry by developing research questions, accessing and verifying a variety of sources, communicating findings, and applying the conventions of documentation. Students present findings orally, in writing, or using mixed media. (L)	Yes	Yes	The 2007 Content Standard clearly articulates research as a process of inquiry.	1997 Content Standard H	connection is at the content standard level the connection applies across all grade levels.	Levels 1-6
C1 Research PK-2 PERFORMANCE INDICATOR						
Students answer research questions by gathering information from text and non-print sources.	1997 PI expects students to develop questions to ask when gathering	Yes, Both documents recognize the key role research questions play in the research process.	The 2007 descriptor focuses on finding answers to the research questions by gathering information from print and non-print sources.	1997 Grade Span 3-4 PI s H1 and H2	No, The connection is at the 1997 3-4 Grade Span.	Levels 2-4

	1	Ti .		1	1	1
	1997 PI					
	expects					
	students to	Partial, The 2007	Partial, The 2007			
	develop a	document articulates	expects students will			
	search strategy		follow an established			
	which uses	finding sources at the	procedure for locating	1997 Grade		
a. Follow an established procedure for locating sources	appropriate and	student's reading	sources appropriate to	Span Pk-2 PI		
appropriate to reading level.	available	level.	reading level.	H1	Yes, PK-2	3-Application
			The 2007 descriptor		No, The	
	Yes, but at a		emphasizes collecting	4007.0	connection is	
h Callact information for a specific number	higher grade	N/	information for a	1997 Grade	at the 1997 3-	0 4 1' 1'
b. Collect information for a specific purpose.	span.	Yes, Both documents	specific purpose.	Span 3-4 PI H2	4 Grade Span.	3-Application
	Yes, but at a	expect students to	The 2007 descriptor		connection is	
	higher grade	organize the research	emphasizes organizing	1997 Grade	at the 1997 5-	
c. Organize findings.	span.	findings.		Span 5-6 PI H2	8 Grade Span.	4-Analysis
or or garnize mianiger	opa	manigor	research findings.	opan o o ma	o orado oparii	, randiyolo
			expects students to			
			share information	1997 Grade		
d. Share information gathered using oral and visual			gathered using oral	Span PK-2 PI		
examples.	Yes	Yes	and visual examples.	H3	Yes, PK-2	3-Application
3-5 PERFORMANCE INDICATOR						
			THE ZOO7 FT		2007	
			articulates the	4007.0	2007	
Students create, identify and answer research questions			expectations of a	1997 Grade	document, the	
by gathering information from print and non-print sources			process of inquiry at a	•	grade span	
			•	H1, H2, H3, and	3	
and document sources and communicate findings.	Yes	Yes Partial, The 2007	appropriate for this	H5	3-5 rather	Levels 2-5
			The 2007 descriptor			
		descriptor	moves beyond the 1997			
	D 11 1 D 11	acknowledges the	PI in two ways- identifying	J		
	Partial, Both	dynamic nature of	key words and concepts			
	documents	inquiry as the	related to the research			
	•	information gathered	questions and making		No, In the 2007	
	questions to be	informs whether	adjustments when		document, the	
	one of the	adjustments need to	appropriate to arrive at		grade span	
a. Identify key words and concepts related to research	anchors in the	be made to the	accurate, authentic	1997 Grade Span	configuration is 3-	
questions making adjustments when appropriate.	inquiry process.	research questions.	findings.	3-4 PI s H1	5 rather than 3-4.	Levels 2-4
		expect students to use				
		the organizational	The 2007 descriptor		No, In the	
		features of a text.	defines the purpose		2007	
		What varies between	for the use of		document, the	
		the two documents is	organizational		grade span	
			features in text for	1997 Grade	configuration is	
b. Locate and access information by using organizational		the specificity around			Ü	
3 5 5	Vac	the purpose for using	locating and accessing		3-5 rather	
features.	Yes	the organizational	information.	D1, D2	than 3-4.	Levels 2,3
		expects the specific	The 2007 descriptor			
	Partial, The	purpose for the	describes three			
	connection is at	information will inform	actions (collect,			
	a higher grade	whether it is deemed	evaluate, and			
					No, The	
	span and the	to be of value and	organize) that will be		NO, THE	
		to be of value and therefore kept to be	taken when gathering		connection is	
c. Collect, evaluate and organize information for a specific	span and the		-	1997 Grade		

			The 1997 PI contains			
			examples of print and		No, In the	
			non-print media, while		2007	
			the 2007 descriptor		document, the	
			leaves defining print		grade span	
			and non-print media		configuration is	
d. Communicate findings using a variety of print and non-			to the 2007 glossary	1997 Grade	3-5 rather	
print sources.	Yes	Yes	linked to the	Span 3-4 PI H3	than 3-4.	Levels 2-5
print deal dear	. 00		The 2007 descriptor	opan o minio	triarro ri	LCVCI3 Z - 3
			has the understanding			
			of plagiarism first to			
			emphasize how critical			
		Partial, The 2007	this understanding is			
		descriptor expects	then follows with the		No, In the	
		· ·			2007	
	V D II	students to	expectation of			
	Yes, Both	understand the	demonstrating		document, the	
	documents are	concept of plagiarism	appropriate citation -		grade span	
	striving for the	which is a foundation	a logical next step to		configuration is	
e. Understand plagiarism and demonstrate appropriate	prevention of	to seeing the value in	protecting the	1997 Grade	3-5 rather	
citation.	plagiarism.	citing sources.	intellectual property of	Span 3-4 PI H5	than 3-4.	3-Application
6-8 PERFORMANCE INDICATOR						
	Partial, An					
	important					
	distinction					
	between the	Partial, The 2007 PI				
	two documents	expects students will				
	in 2007	develop and refine	The 2007 PI		No, In the	
	students are	their research	articulates the		2007	
	expected to	questions as a result	expectations of a		document, the	
Students propose and revise research questions, collect	propose and	of becoming more	process of inquiry at a		grade span	
information from a wide variety of primary and/or	revise research	informed on the topic	level of sophistication	1997 Grade	configuration is	
secondary sources and follow the conventions of		or issue through their	appropriate for this	Span 5-8 PI s	6-8 rather	
documentation to communicate findings.	is not	inquiry.	grade span.	H1-10	than 5-8.	Lovelo 2 E
documentation to communicate findings.			grade spari.	111-10	tilali 5-6.	Levels 2-5
	expectation	developing a search				
	describe in this	strategy for finding	01 1 11			
	descriptor	information on a	Clearly the purpose			
	would be a	particular topic,	and audience for			
	prerequisite	students would first	inquiry would help		No, The	
	step to a 1997	need to determine the	determine the nature	1997 Grade	connection is	
	Grade Span 9-	nature and extent of	and extent of	Span 9-12 PI	at 1997 Grade	Unclear whether
a. Determine the nature and extent of information needed	12 PI.	information needed.	information needed.	H1	Span 9-12	the level is 3 or 5
					2007	
					document, the	
			The 2007 PI expects	1997 Grade	grade span	
			the information will be		configuration is	
b. Locate and access relevant information.	Voc	Voc	relevant.	H5-8	6-8 rather	
D. LOCATE AND ACCESS FEIEVANT INIOTHIATION.	Yes	Yes	relevant.	по-8	o-8 rainer	3-Application
					2007	
			The 2007 descriptor		document, the	
			synthesizes the	1997 Grade	grade span	
c. Demonstrate facility with note-taking, organizing				Span 5-8 PI s	configuration is	
information, and creating bibliographies.	Yes	Yes	three 1997 PI s.	H1-3	6-8 rather	Levels 3-5
	1. 30	1	00 . , , , , 1 . 0.		- 0 . 4 . 101	LCACIS 2-2

	Ι.	T.	ı	T.	T	
d. Distinguish between primary and secondary sources.	documents expect students to know what primary and secondary sources are and to use them in gathering information.	Partial, The 2007 descriptor does not require an explanation of the importance of primary sources in determining the credibility of collected information.	The 2007 descriptor expects students to be able to articulate the distinction between primary and secondary sources.	1997 Grade Span 5-8 PI s H8, H9	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 2,3
e. Evaluate and verify the credibility of the information found in print and non-print sources.	Partial, The 2007 descriptor applies the expectation to a print and non- print sources.	documents expect the credibility of primary	expects students to evaluate and verify the credibility of the information found in print and non-print sources which would include primary and secondary sources.	1997 Grade Span 9-12 PI H9, H10	No, The connection is at 1997 Grade Span 9-12	Levels 3,4,6
f. Use additional sources to resolve contradictory information.	expects students to	Partial, The 1997 PI does not articulate the expectation for students to use primary sources to resolve contradictory information from other sources.	The 2007 descriptor expects students to resolve contradictions in collected information by consulting other sources.	1997 Grade Span 5-8 PI H9	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	2-Comprehend
g. Summarize and interpret information presented in various sources, and/or from fieldwork, experiments, and interviews.	1997 PI expects students to collect and synthesize the collected	documents expect students to process the collected information and to demonstrate they understanding the	The 2007 descriptor expects student to summarize and interpret the collected information.	1997 Grade Span 5-8 PI H1	2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 3,5
 h. Present findings paraphrasing and quoting sources, and using proper citation. 	Partial, The 1997 PI expects that the findings will be presented orally.	Yes, Both documents expect research findings will be shared with others.	does not limit how the findings are shared but does place emphasis on protecting the intellectual property of the sources used in	1997 Grade	No, The connection is at 1997 Grade Span 9-12	3-Application
Use information ethically and legally.	Yes	Partial, Both documents expect students to protect and respect the intellectual property of others.	expects students to understand the concept of plagiarism and to apply this understanding as they research.	1997 Grade Span 5-8 H3,H10	2007 document, the grade span configuration is 6-8 rather than 5-8.	
e 9-Diploma PERFORMANCE INDICATOR						
7 DIPIONA I EN ONWANDE INDIOATON		1	1			

Students develop research questions and modify them as necessary to elicit, present and critique evidence from a variety of primary and secondary sources following the conventions of documentation.	Partial, An important distinction between the two documents in 2007 students are expected to propose and revise research questions which is not	Partial, The 2007 PI expects students will develop research questions and refine them as a result of become more informed on the topic or issue through their inquiry.	The 2007 PI articulates the expectations of a process of inquiry at a level of sophistication appropriate for this grade span.	1997 Grade Span 9-12 PI s H1-11	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 3-6
Select and apply research methods that suit the purpose of the inquiry.	Partial, The 2007 document provides more latitude.	Partial, The 1997 document limits the focus to research on a particular topic.	The 2007 descriptor is more focused on the research method suiting the purpose of the inquiry. The 2007 descriptor	1997 Grade	2007 document, the grade span configuration is 9-D rather	Unclear whether the level is 3 or 5.
 b. Make judgments about conflicting sources, incorporating those that are valid and refuting others. 	Yes, Both documents expect students to use valid and reliable information from credible sources.	Partial, The 1997 PI s focus more on the credibility, validity, and reliability of primary sources.	expects that when sources conflict one another, students will evaluate and determine which sources are the most valid and incorporate the information found in those in the	1997 Grade Span 9-12 H9,H10, H12	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 3,4,6
c. Synthesize information from multiple sources, and/or data gathered from field work and interviews.	Yes	descriptor does not limit the sources of the collected information to field work and interviews.	The 2007 descriptor expects collected information from multiple sources will be synthesized.	1997 Grade Span 5-8 PI H1	No, The connection is at the 1997 5-8 Grade Span.	Levels 3-5
d. Utilize media relevant to audience and purpose, that extend and support oral, written, and visual communication.	Yes	Partial, the 2007 descriptor expects the target audience and purpose for sharing the research findings will determine the type of media selected.	expects that as students select media relevant to audience and purpose, they will also look for ways to extend and support oral, written, and visual communication.	1997 Grade Span 9-12 PI H12	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	3-Application
e. Integrate paraphrasing, quotations and citations into a written text that maintains the flow of ideas.	Partial, Proper attribution is one of the components in the 2007 descriptor.	Partial, The 2007 descriptor's intent is the creation of a quality written text to communicate research findings.	descriptor expects students to synthesize paraphrased information, quotations, and citations and create a well-written text.		No, The connection is at the 1997 5-8 Grade Span.	3-Application

		Partial, Both documents expect students to protect and respect the	expects students to understand the concept of plagiarism and to apply this understanding as they	1997 Grade	No, The	
f. Access and present information ethically and legally.	Yes	intellectual property of others.	research and share the research findings.	Span 5-8 PI s H3 and H10.	at the 1997 5-8 Grade Span.	
D. <u>LANGUAGE:</u> Students write and speak using the conventions of Standard American English. They apply knowledge of grammar and usage when	document clarifies the conventions to be Standard American English rather	Yes, The 2007 CS articulates broad purposes- to aid reading comprehension and to enhance the	The 2007 PI acknowledges the positive impact knowledge of		Yes, the connection is at the content	
reading to aid comprehension. They know and	than Standard	effectiveness and	grammar and usage		standard level	
apply rules of mechanics and spelling to enhance	English	clarity of	have comprehending	1997 Content	in both	
the effectiveness and clarity of communication.	conventions.	communication.	texts.	Standard F	documents.	Levels 1,3
D1 Grammar and Usage PK-2 PERFORMANCE INDICATOR						
K21 EN ONWINGE INDIONION		second bullet expects			2 for the 1997	
		an initial			F1 first bullet,	
		understanding of the			but not for	
		use of pronouns and			1997 F1	
		adjectives. It is	The 2007 descriptors		second bullet	
		unclear in the	below define the		which finds its	
		document what degree	'	1997 PK-2 PI F1		
Students demonstrate an understanding of the parts of		of mastery is	of speech to include	first and second		
speech and simple sentence structures to communicate.	Yes	equivalent to "initial Partial, The 1997	nouns and verbs.	bullets	5.	Levels 2,3
		document articulates				
		no significant errors in	The 2007 descriptor			
		the use of nouns,	expects students to			
		pronouns, and	have an			
	Partial,	adjectives in the 5-8	understanding of the			
	Nowhere in the	grade span F1 first bullet. Unlike the 1997	roles nouns and verbs have in			
	1997 document		communicating and to			
	is an	document has no	use these two parts of		No, The	
	expectation	gradations of accuracy-			connection is	
	stated	e.g, initial	simple sentences by	1997 Grade	at the 1997	
	regarding using	understanding, few	the end of the PK-2	Span 5-8 PI F1	Grade Span 5-	
a. Identify and use nouns and verbs correctly.	verbs correctly.	significant errors, no	grade span. The 2007 descriptor	first bullet 1997 Grade	8	3-Application
			simply states use	Span PK-2 PI F1		
b. Use simple sentences.	Yes	Yes	simple sentences.	first bullet	Yes, PK-2	3-Application
3-5 PERFORMANCE INDICATOR						

				C 1007		
			The 2007 DL synasts	Speech: 1997		
			The 2007 PI expects students to use	Grade Span 3-4 PI F1 first		
		The 1997 document	appropriate parts of	bullet, second		
	Yes, but the	expects students to		bullet Vary		
		•	speech correctly and	_	No. 1007	
Students use the parts of speech, and vary sentence	connection is at	,	to vary the use of	sentence	No, 1997	
, , , , ,	two different	structures in the 5-8	sentence structures to		Grade Span 3-	0 4!:+:
tructure to communicate.	grade spans	grade span.	communicate.	1997 Grade	4 and 5-8	3-Application
	1997 5-8					
	Grade Span					
	document					
	expects no					
	significant					
	errors in the					
	use of nouns,					
	pronouns, and		TI 0007 : ::			
	adjectives; few		The 2007 descriptor			
	significant		expects that forms of			
	errors in the		nouns, verbs,			
	use of adjective		adjectives, adverbs,			
	forms,	Unlike the 1997	prepositions,			
	adverbial	document, the 2007	conjunctions,	1007.0		
	forms,	descriptor expects	pronouns, and	1997 Grade		
. Use forms of nouns, verbs, adjectives, adverbs,	prepositions,	correct usage. There	interjections will be	Span 5-8 PI FI	No, The	
	and	are no gradations of	used correctly by the	first, second,	connection is	
prepositions, conjunctions, pronouns, and interjections	prepositional	accuracy in the 2007	end of the 3-5 grade	and third	at the 1997 5-	
orrectly. (L)	phrases; and	document.	span.	bullets.	8 Grade Span.	3-Application
		directly stated in the				
		1997 document, the	The 2007 descriptor			
		use of compound	expects that simple,			
		sentences is implied	compound, and	Compound		
	Partial, The	with the expectation of	complex sentences	Sentences: 1997		
	connection is at	attention to the proper	will be used correctly	Grade Span 5-8	connection is	
	a higher grade	use of conjunctions at	by the end of the 3-5	PI FI third	at the 1997 5-	
. Use simple, compound, and complex sentences. (L)	span.	the 5-8 grade span.	grade span.	bullet.	8 Grade Span.	3-Application
-8 PERFORMANCE INDICATOR						
			expects that students	1997 Grade	2007	
			will be adept at using	Span 5-8 PI F1	document, the	
			a variety of sentence	first, second,	grade span	
			structures correctly by			
Students manipulate the parts of speech effectively and			the end of the 6-8	and 1997 Grade	6-8 rather	
mploy a variety of sentence structures to communicate.	Yes	Yes	grade span.	Span 5-8 PI G8		3-Application
			expects that students		No, In the	
			will be adept at using	1997 Grade	2007	
			adjectives and their	Span 5-8 PI F1	document, the	
			modifiers and	first, second.	grade span	
a. Use forms of nouns, pronouns, verbs, adjectives and			modifiers and transitions correctly	first, second, and third bullets	grade span configuration is	
Use forms of nouns, pronouns, verbs, adjectives and heir modifiers, adverbs, prepositions, transitions,			transitions correctly	first, second, and third bullets and 1997 Grade	configuration is	

b. Use compound complex sentences.	Partial, While not stated directly in the 1997 document, it is implied with the expectation for the use of coordinating and			1997 9-12 Grade Span PI F1 second bullet	No, The connection is at the 1997 9-12 Grade Span	3-Application
c. Use active and passive voices effectively.	specific expectation regarding effective use of active and passive voices in the 1997 document.			T SCOOL BUILD	TZ Grado opun	Оукрания
9-Diploma PERFORMANCE INDICATOR						
Students apply rhetorical skills when reading, writing and			The 2007 descriptor expects students accuracy with the conventions of Standard American English will facilitate their use of language in a manner that will improve the quality		No, In the 2007 document, the grade span configuration is	
speaking through their understanding of Standard			and effectiveness of	1997 Content	9-D rather	
a. Use appropriate diction, syntax and figurative language to suit purpose, context, and audience.	Yes	Yes	what they are The 2007 descriptor expects students accuracy with the conventions of Standard American English will facilitate their use of language in a manner that will improve the quality and effectiveness of what they are	Standard G 1997 Content Standard G	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 3-5 Levels 3-5
						·
D2 Mechanics						
PK-2 PERFORMANCE INDICATOR						

		Partial, 1997 expects				
		students will spell				
		frequently used words				
		correctly, have few	The 2007 PI is			
		significant errors in the	supported by its			
		capitalization of proper	descriptors which			
		nouns and of the	articulate the specific			
		words that begin	expectations in			
		sentences, and have	punctuation,	1997 Grade		
		few significant errors	capitalization, and	Span Pk-2 PI F1		
Students apply the rules of capitalization, punctuation and		in the use of end stop	spelling appropriate	third, fourth,		
spelling to communicate.	Yes	punctuation (e.g.,	for the grade span.	and fifth bullet	Yes, PK-2	3-Application
			expects by the end of			
			grade 2, students will			
			use commas correctly		No, The	
	Yes, but at a		in the greeting and	1997 Grade	connection is	
a. Use commas in the greeting and closure of a letter and	higher grade		closure of a letter and		at the 1997 3-	
3 3		Voc		fifth bullet		2 Application
in dates.	span	Yes	in dates.	mui bullet	4 Grade Span	3-Application
			expects students to			
			capitalized proper			
			nouns and the words	1997 Grade		
b. Capitalize proper nouns and words at the beginning of			at the beginning of	Span PK-2 PI F1		
sentences.	Yes	Yes	sentences.	fourth bullet	Yes, PK-2	3-Application
			expects students to			
			use periods, question			
			marks, or exclamation	1997 Grade		
			points at the end of	Span PK-2 PI F1		
c. Use periods, question marks and exclamation points.	Yes	Yes	sentences.	fifth bullet	Yes, PK-2	3-Application
or coo portodo, queenen marte and exelamation peritor		100	The 2007 descriptor		100/1112	o /.ppout.or.
			expects students to			
		Van Dath dan marata	spell high frequency			
		Yes, Both documents	grade-level words	4007.0		
d Shall high fraguancy grade level words. Use phonics		expect students to	correctly by using	1997 Grade		
d. Spell high frequency grade-level words. Use phonics	.,	spell frequently used	phonic patterns to aid	1 -		
patterns to aid in spelling. (L)	Yes	words correctly.	spelling.	third bullet	Yes, PK-2	3-Application
2 F DEDEODMANCE INDICATOR						
3-5 PERFORMANCE INDICATOR		rartiar, me 1777				
		document expects				
		students will have few				
		significant errors in the				
		spelling of frequently				
		used words; no				
		significant errors in the				
		capitalization of words	The 2007 PI is			
		that begin sentences	supported by its			
		and few significant	descriptors and their			
		errors in the	links which articulate		No, In the	
		capitalization of proper	the specific		2007	
		nouns and titles; no	expectations in		document, the	
		significant errors in the	punctuation,		grade span	
		use of ending	capitalization, and		configuration is	
Students apply the rules of capitalization, punctuation and		punctuation marks and	-	1997 PI F1	3-5 rather	
spelling to communicate.	Yes	an understanding of	for the grade span.	bullets 1-5	than 3-4.	3-Application

	T	I				
			has a link from the		2007	
			document that		document, the	
			articulates the specific		grade span	
			punctuation	1997 Grade	configuration is	
			expectations for this	Span 3-4 PI F1	3-5 rather	
a. Punctuate correctly. (L)	Yes	Yes	grade span.	fifth bullet	than 3-4.	3-Application
		states no significant				
		errors in the	The 2007 document		No, In the	
		capitalization of words	has a link from the		2007	
		that begin sentences	document that		document, the	
		and few significant	articulates the specific		grade span	
		errors in the	capitalization	1997 Grade	configuration is	
		capitalization of proper	•	Span 3-4 PI F1	3-5 rather	
b. Capitalize correctly. (L)	Yes	nouns and titles.	grade span.	fourth bullet	than 3-4.	3-Application
,			3			- Ith sees
		TI 1007 I			2007	
		The 1997 document			document, the	
		states few significant	The language between		grade span	
		errors in the spelling of		Span 3-4 PI F1	configuration is	
c. Spell high frequency grade level words.	Yes	frequently used words.	has the same intent.	third bullet	3-5 rather	3-Application
(a DEDECRIMANCE INDICATOR						
6-8 PERFORMANCE INDICATOR		тпе туут аосаттепт				
		expects students to				
		have no significant				
		errors in the spelling of				
		common, frequently				
		used words, and				
		attention to the				
		correct spelling of				
		commonly misspelled				
		words and less				
		common words; no				
		significant errors in the				
		common conventions				
		of capitalization and				
		attention to less				
		common capitalization				
		conventions; and no				
		significant errors in the	The 2007 PI has			
		use of ending	descriptors that		No. In the	
		punctuation marks,	provide the specific		2007	
		few significant errors	expectations for		document, the	
		in the common use of	punctuation,	1997 Grade	grade span	
		commas, and attent to		Span 5-8 PI F1	configuration is	
Students apply the rules of capitalization, punctuation and		the proper use of	spelling appropriate	fourth, fifth,	6-8 rather	
	Yes	• •				3-Application
pelling to communicate effectively.	Yes	colon, semicolon,	for this grade span.	and sixth bullet		3-Application

	T	I _ ,		ı	1	
		The 1997 document				
		expects attention to				
	Partial, The	less common				
	1997 document	capitalization				
	has gradations	conventions (e.g.,	The 2007 document		No, In the	
	of correctness	capitalizing the names	expects by the end of		2007	
	in its language	of nationalities) and	grade 8, student will		document, the	
	for	attention to the proper	capitalize words	1997 Grade	grade span	
	capitalization	use of the colon,	correctly and correctly	Span 5-8 PI F1	configuration is	
a. Use correct capitalization and punctuation to include	and	semicolon, hyphen,	use the comma and	fifth and sixth	6-8 rather	
commas and semicolons.	punctuation.	dash, apostrophe, and	the semicolon.	bullet	than 5-8.	3-Application
	1997 document					
	expects		The 2007 document		No, In the	
	attention to the		expects by the end of		2007	
		Partial, The 1997	grade 8, student will		document, the	
	of commonly	document has no	correctly spell		grade span	
	misspelled	statement of	frequently misspelled	1997 Grade	configuration is	
b. Correctly spell frequently misspelled words and	words and less	expectation regarding	words and common	Span 5-8 PI F1	6-8 rather	
common homophones.		homophones.	homophones.	fourth bullet.	than 5-8.	3-Application
		.1	11	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2		P.P
9-Diploma PERFORMANCE INDICATOR						
p : 2 : 2 : 2 : 2 : 2 : 2 : 2 : 2 : 2 :			me 2007 document		NO, III the	
			uses Standard		2007	
Students demonstrate the use of the structures and			American English	1997 Grade	document, the	
			conventions rather	Span 9-12	grade span	
conventions of Standard American English in their			than Standard English		configuration is	
communication.	Yes	Yes	Conventions.	Standard F	9-D rather	Levels 1,3
		expect students to	articulates that the			
		consider purpose,	specific purpose,		No, In the	
		audience, and	context, and audience		2007	
		context/situation when	•	1997 Grade	document, the	
		making decisions	appropriate	Span 9-12 PI F1	grade span	
a. Use appropriate punctuation, spelling, sentence and		about punctuation,	punctuation, spelling,	third, fourth,	configuration is	
paragraph structure to suit purpose, context, and		spelling, sentence and	sentence and	and fifth bullets,		
audience.	Yes	paragraph structure.	paragraph structure.	F2	than 9-12.	3-Application
			Standard succinctly			
			states the purposes of			
			listening and			
			speaking. Giving		Yes, Since the	
			listening and speaking		connection is	
		Partial, In the 1997	content standard		at the CS level	
F LICTENIAGO AND CDEAKING. Chudomte listere te		document, listening	status in the 2007	1997 Content	it applies	
E. <u>LISTENING AND SPEAKING:</u> Students listen to		expectations were not	document recognizes	Standards E	across all the	
comprehend and speak to communicate effectively.	Yes	clearly articulated.	their critical role in	and G	grade spans.	Levels 3-5
E1 Listening						
PK-2 PERFORMANCE INDICATOR						
FR-2 FERFURIVIANUE INDICATUR						

Students use early active listening skills.	1997 document, students were expected to respond to remarks or Yes, but at a	Yes	rne 2007 descriptor expects students to	E3	Yes, PK-2 100, The connection is	2-Comprehend
a. Ask relevant questions at appropriate times.	higher grade span.	Yes	ask relevant questions at appropriate times.	1997 Grade Span 5-8 PI E3	at the 1997 5- 8 Grade Span	Levels 2,3
b. Converse without interrupting.	document states no expectations conversing without interrupting.					
b. converse without interrupting.	document states no expectation for following oral directions just language about giving accurate directions in					
c. Follow one- and two- step oral instructions.	the 3-4 Grade					
3-5 PERFORMANCE INDICATOR						
Students apply active listening skills.	Partial, In the 1997 document, students are expected to ask questions and apply personal interpretations in class discussions following speeches and	Partial, The 2007 PI emphasizes the importance of listening skills.	The 2007 descriptor expects students to apply active listening skills.	1997 Grade Span 5-8 E3	No, The partial connection is at the 1997 5-8 Grade Span.	Levels 2,3
a. Attend and respond appropriately to classmates and adults.	document states no expectation for attending and responding appropriately to classmates and adults.					

	Dortiol In the		Ti .	1		
b. Ask clarifying questions.	Partial, In the 1997					
	document,					
	students are					
	expected to ask					
	questions and					
	apply personal	Yes, Both documents				
	interpretations	see the value of asking				
	in class	clarifying questions to			No, The partial	
	discussions	deepen students'	The 2007 descriptor		connection is	
	following	understanding of what		1997 Grade	at the 1997 5-	
	speeches and	they heard.	listening situation.	Span 5-8 E3	8 Grade Span.	Levels 2,3,4
c. Follow multi-step oral instructions.	NO, THE 1997					
or renew many erop or ar men demoner	document					
	states no					
	expectation for					
	following multi-					
	step oral					
	instructions.					
	There is					
	however an					
	expectation in					
	the 3-4 Grade					
	Span to give					
	accurate					
6-8 PERFORMANCE INDICATOR						
	2007 PI					
Students adjust listening strategies to understand formal	language					
and informal discussion, debates or presentations, and						
then apply the information.	provides					
	latitude in how					
	students adjust					
	listening					
	strategies					
	across a variety	'				
	of situations					
	while the 1997					
	document					
	focuses on					
	asking					
	questions and				No, In the	
	applying	Partial, Both			2007	
	personal	documents expect			document, the	
	interpretations	students to monitor	The 2007 descriptors		grade span	
	as strategies	their understanding by	·		configuration is	
	for adjusting	asking appropriate	parameters for the	1997 Grade	6-8 rather	
	listening	clarifying questions.	application of this PI.	Span 5-8 PI E3		Levels 2,3,4
	9	jing quootions.				LUVUI3 Z,U,T

a Ask appropriate planifying guestions	Partial, In the					
a. Ask appropriate clarifying questions	1997					
	document,					
	students are					
	expected to ask					
	guestions and				No. In the	
	apply personal	Yes, Both documents			2007	
	interpretations	see the value of asking			document, the	
	in class	clarifying questions to			grade span	
	discussions	deepen students'	The 2007 descriptor		configuration is	
	following	•	can be applied to any	1997 Grade	6-8 rather	
	3					
	speeches and Partial, The	they heard.	listening situation.	Span 5-8 E3	than 5-8.	Levels 2,3,4
b. Summarize and apply information presented.	1997 PI					
	expects students to					
	summarize					
	information	D				
		Partial, The 1997 does				
	have read,	not have an				
	heard, or	expectation that			No, The	
	viewed by	students apply	The 2007 descriptor		connection is	
	identifying the	information they have	can be applied to any	1997 Grade	at the 1997 3-	
	main idea or	heard.	listening situation.	Span 3-4 PI E4	4 Grade Span	2-Comprehend
c. Acknowledge and build upon the ideas of others.	No					
9-Diploma PERFORMANCE INDICATOR						
19-DIPIONA PERFORMANCE INDICATOR					,	
	1997 PI applies	Partial, The 2007 PI			2007	
	listening	articulates the			document, the	
Students adjust listening strategies to formal and informal	strategies to	importance of	The 2007 PI can be		grade span	
discussion, debates or presentations, and then evaluate	writing	monitoring listening	applied to any	1997 Grade	configuration is	
the information.	conferences.	for understanding.	listening situation.	Span 9-12 PI E1		Levels 4-5
	Partial, In the					
	1997					
	document,					
	students are					
	expected to ask					
	questions and					
	apply personal	Yes, Both documents				
	interpretations	see the value of asking				
	in class	clarifying questions to			No, The partial	
	discussions	deepen students'	The 2007 descriptor		connection is	
	following	•	can be applied to any	1997 Grade	at the 1997 5-	
a. Formulate clarifying questions.	speeches and	they heard.	listening situation.	Span 5-8 E3	8 Grade Span.	Levels 2-4
a. i ormalate clarifying questions.	speceries and	andy media.	natoring artuation.	Spair 5 O L5	o orace opair.	LCVCI3 Z-4

	Partial, The					
	1997 PI					
	expects					
	students to					
	evaluate the					
	remarks and		The 2007 descriptor		No, In the	
	oral	T	expects students to		2007	
	presentations	The documents differ	be critical consumers		document, the	
	of others to	in where each places	of information by		grade span	
	find the key	the emphasis for the	examining and	1007 Crada	configuration is	
b. Examine and critique information presented.	ideas, and explain the	evaluation of the presented information.	critiquing information presented.	1997 Grade Span 9-12 PI E4	9-D rather	
b. Examine and critique information presented.		presented information.	presented.	Span 9-12 PI E4	tnan 9-12	Levels 2,6
	document					
	states no					
	expectation for					
	students to					
	expand on					
c. Expand on ideas presented by others.	ideas presented					
Lapana on ideas presented by others.	by others.					
E2 Speaking						
PK-2 PERFORMANCE INDICATOR						
					connection is	
			The 2007 PI can be	1997 Content	at the CS level	
			applied to any	Standards E	it applies to all	
Students use speaking skills to communicate.	Yes	Yes	situation.	and G	grade spans.	Levels 3-5
orang orang to communicate.	document does		ortuation:	u 0	grado opario.	LCVCI3 3 3
	not articulate					
	expectations					
	regarding					
	making					
	decisions for					
	when is the					
	appropriate					
	time to make a					
a. Make clear requests at appropriate times.	request.					
		does not show the	expects a basic			
		progression of	strategy of address be		No, The	
	Yes, but at a	development of	demonstrated when	1997 Grade	connection is	
	later grade	speaking skills through	students make simple	Span 5-8 PI	at the 1997 5-	
b. Make simple presentations using eye contact.	span.	the grade spans.	presentations.	G10	8 Grade Span.	3-Application
	1997 PI					
	expects					
	students to use					
	oral language					
	appropriate to	Partial, voice level is a	The 2007 descriptor			
	the level of	consideration when	can be applied to any	1997 Grade		
	1	1				

d. Share stories and information and support opinions	1997 PK-2 PI focuses on the oral telling of a discovery or experience. The 1997 Grade Span 3-4 PI focuses on the use of a variety of media and technological resources to make creative and expository	variety of media to support oral presentations is at a higher grade span in the 1997 document. The 2007 document lays a foundation for later grade spans by expecting students in PK-2 at an informal level to share stories and information and support this sharing with oral and visual examples.	The 2007 descriptor expects student to be able to share stories and information and support opinions using oral and visual examples by the end of the grade span.	1997 Grade Span PK-2 E1	Yes, PK-2	Levels 2,3
3-5 PERFORMANCE INDICATOR						
Students use active speaking skills to communicate effectively in a variety of contexts.			The 2007 descriptors of this PI define the	1997 Content Standards E and G and 1997 Grade Span 3-4	Yes and No, Since the connection is at the CS level it applies to all grade spans, keeping in mind that in the 2007 document, the grade span	
	Yes	Yes	parameters for this PI.	•	configuration is	Levels 3-5
appropriate information.	1997 PI expects students to make remarks that clearly state or suggest a central idea and provide	Partial, The 2007 descriptor expects students to interact with their audience.	The 2007 descriptor expects students to respond to questions with appropriate information.	1997 Grade	No, In the 2007 document, the grade span configuration is	
or viewing and form a position on a topic supported with a variety of print and non-print sources.	expects students to make remarks that clearly state or suggest a central idea and provide	Partial, The 2007 descriptor increases the cognitive demand from the 1997 PI.	The 2007 descriptor expects students to form a position on a topic and support this position with a variety of print and non-print sources.	1997 Grade Span 3-4 PI G3	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 3-5
gestures for emphasis and appropriate volume and rate.	Yes, but at a higher grade span	Yes	The language is close in intent.	1997 5-8 Grade Span PI G10	connection is at the 1997 5- 8 Grade Span	3-Application
	•	1	1	1 *	1	

	. aa.,					
Students adjust speaking strategies for formal and informal discussions, debates or presentations appropriate to the audience and purpose.	1997 5-8 PI s focus on the structures appropriate for audience and purpose. The 1997 3-4 PI expects students to use the level of language formality required in a variety of speaking	Yes, Both documents acknowledge the impact audience and purpose have on the decisions speakers make regarding the level of formality for the presentation and the language they use. Audience and purpose also impact decisions regarding which structures will frame the content of what they want to say.	The 2007 PI uses a key verb- "adjust" to communicate the dynamic nature of speaking situations and the decisions speakers make to ensure their communication is effective and meets the desired outcomes for audience and purpose.	1997 Grade Span 5-8 PI s G3, G6; 1997 Grade Span 3-4 PI F2	Yes and No Formality of the language used 1997 3-4 PI F2; Structures 1997 5-8 PI s G3,G6	3-Application
a. Organize and present information logically.	1997 document expects students to use structures appropriate to audience and purpose in oral presentations.	Partial, Both documents recognize the importance of organizing information to be shared.	The 2007 descriptor is open enough to allow latitude in decisions regarding organizing and presenting information logically.		No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8	
b. Adjust volume, tone, eye contact, and gestures to suit the audience.	1997 PI does not articulate the expectation for the strategies of address to suit	Yes, Both documents expect students to use the strategies of address	students to be monitoring their delivery and adjusting the volume, tone, eye contact, and gestures to suit the audience.		2007 document, the grade span configuration is 6-8 rather than 5-8	3-Application
c. Use conventions of Standard American English.	Yes	Yes	refers to conventions for grammar and usage as Standard American English rather than the 1997 Standard English	1997 Grade Span 5-8 CS F and PI s F1, F2	2007 document, the grade span configuration is 6-8 rather than 5-8	3-Application
d. Seek feedback and revise to improve effectiveness of communication.	Partial, The 1997 PI focuses on a writing conference.		expects students to seek feedback and revise to improve effectiveness of all types of communication, not just written communications.	1997 Grade Span 5-8 PI E1	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8	Levels 4,5

	Partial, The	T	The 2007 descriptor is	T	1	
	1997 Grade		expecting students to			
	Span 9-12 PI is		be selective when			
	broad and		choosing media for			
	provides		oral, written, and			
	latitude in its		visual			
	expectation for		communications. The			
	using a variety	Both documents	descriptor expects the			
	of techniques	expect students to	media to be relevant		No, The	
	for introducing	support their	to the audience and		connection is	
e. Select appropriate media, relevant to audience and	and	communications with	intended purpose and	1997 Grade	at the 1997 9-	
purpose, that extend and supports oral, written, and	representing	appropriate techniques	to extend and support		12 Grade	
visual communication.	ideas and	or media.	the communication of		Span.	3-Application
O Diploma DEDECODMANICE INIDICATOR						
9-Diploma PERFORMANCE INDICATOR			students to determine			
			which speaking			
			strategies to use after			
			considering the		No, In the	
			audience and the		2007	
		Partial, The 2007	purpose as well as		document, the	
	Partial, The	document expect	how formal or		grade span	
Students determine speaking strategies for formal and	1997 PI focuses	•	informal the		configuration is	
informal discussions, debates, or presentations	on a formal	effective speakers in a	expectations are for	1997 Grade	9-D rather	
appropriate to the audience and purpose.	speech.	variety of situations.	the speaking	Span 9-12 PI F3		3-Application
	1997 PI		sprag			о принати
	expects		The 2007 descriptor			
	students to	Partial, Both	expects students to		No, In the	
	decide on the	documents expect	decide which		2007	
	organization of	students to decide how			document, the	
	an oral	best to organize	appropriate and how		grade span	
	presentation	information before	best to organize and	1997 Grade	configuration is	
	based on the	presenting the	logically present the	Span 9-12 PI	9-D rather	
a. Choose and present appropriate information logically.	purpose for the		information.	G7	than 9-12.	Levels 3,4
1 11 1			uses the terminology			, .
			Standard American		No, In the	
			English rather than		2007	
			Standard English		document, the	
			conventions because		grade span	
			it is American English	1997 Grade	configuration is	
b. Apply conventions of Standard American English to suit			that is used in the		9-D rather	
audience and purpose.	Yes	Yes	USA including Maine.	and PI s F1,F3	than 9-12.	3-Application
<u> </u>	1997 PI		Ü			1-1
	expects		The 2007 descriptor			
	students to		expects students to			
	reflect on,		analyze feedback and		No, In the	
	evaluate,	Both documents	use the information		2007	
	revise, and edit	expect students to	from this analysis to		document, the	
	a sequence of	revise with the intent	revise with the intent		grade span	
	drafts to	of improving the	to improve the		configuration is	
c. Analyze feedback and revise to improve effectiveness of	improve and	effectiveness of what	effectiveness of their	1997 Grade	9-D rather	
communication.	polish a	is communicated.	communication.	Span 9-12 PI E2	than 9-12.	Levels 4-6

	Partial, The		rne 2007 descriptor is	1	1	T
	1997 Grade		expecting students to			
	Span 9-12 PI is		be selective when			
	broad and		choosing media for			
	provides		oral, written, and			
	latitude in its		visual			
					No. In the	
	expectation for	Dath dagumanta	communications. The		No, In the 2007	
	using a variety	Both documents	descriptor expects the			
	of techniques	expect students to	media to be relevant		document, the	
d. Determine appropriate media, relevant to audience and	for introducing	support their	to the audience and	1007.0	grade span	
purpose that extend and support oral, written, and visual	and	communications with	intended purpose and		configuration is	
	representing	appropriate techniques	to extend and support	Span 9-12 PI	9-D rather	
communication.	ideas and	or media.	the communication of	G11	than 9-12.	3-Application
	Partial, The		The 2007 CS expects			
	1997 CS states-		students to develop			
	"In a world that		an awareness of the			
	surrounds them		effects media have on			
	[students] with	Partial, The 2007 CS	forming opinions and			
F. MEDIA: Students recognize and can explain the	information,	moves beyond	making decisions by		Yes, Since the	
	,	understanding the	recognizing and		connection is	
effects that both print and non-print sources have		message to analyzing	explaining the effects		at the CS	
on listeners, viewers and readers, in order to	with this	the effect media has	both print and non-		level, it applies	
develop an awareness of the effects that the media	information and	on an individual's	print sources have on	1997 Content	to all grade	
have on forming opinions and making decisions.	make sense of	opinions and decisions.	listeners, viewers, and	Standards C, D	spans.	Levels 3,4,6
F1 Analysis of Media						
PK-2 PERFORMANCE INDICATOR						
	Partial, The	foundation regarding				
	1997 CS	the effect of media on	The 2007 PI expects			
	expects	the information	by the end of the			
	students to	communicated while	grade span, students		Yes, Since the	
	demonstrate an	the 1997 document is	will understand that		connection is	
	understanding	laying a foundation for	information may be		to a CS, it	
	of how words	understanding how	different because of		applies across	
Students understand that there are differences among the		words and images	how it is	1997 content	all grade	
kinds of information in different forms of media.	communicate.	communicate.	communicated.	Standard C	spans.	Levels 3,4
	1997 PI				1	201010 0, 1
	expects					
	students to					
	make		The 2007 descriptor			
	observations	Both documents	leaves room for a			
	about the use	expect students to	broad definition of			
	of language	build awareness of the	media and does not		No, The	
	and graphic	use of graphic symbols			connection is	
a. Identify the different types of media in the daily lives of	symbols	and language in daily	only technological	1997 Grade	at the 1997 3-	
most people.	encountered in	0 0	forms.	Span 3-4 PI C4		4-Analysis
most poopio.	choodine ca III		1011113.	Spail 3 4 1 1 04	i Sidde Spail.	4-Vilaiksis

	r ar tiai, iiio		1110 E007 G00011pto.	T.	T	
	1997 document		recognizes that			
	expects		information is			
	students to		available in a variety			
	respond to	While the 1997	of print and non print			
	remarks or	document articulates	sources. Expecting			
	statements	in the rationale section				
	orally and in	for ELA the importance				
	writing but has	of constructing	variety of print and/or			
	no language	3	non-print sources lays			
	about	media, the expectation				
	describing their		eventually			
	reactions to a	articulated regarding	understanding that			
	variety of print	0 0	the same information			
b. Describe their reactions to a variety of print and/or non-		or its prerequisite	can have different	1997 PK-2 PI		
print source.	print sources.	understandings.	effects when	E3	Yes, PK-2	2-Comprehend
F						2 domprenena
3-5 PERFORMANCE INDICATOR						
	1997 PI	The 2007 PI is laying a	•			
	expects	foundation regarding	by the end of the			
	students to	the effect of media on	grade span that			
	make	the information	students can explain		No, In the	
	observations	communicated while	that the same		2007	
	about the use	the 1997 document is	information can have		document, the	
	of language	laying a foundation for	different effects when		grade span	
Students explain that the same information can have	and graphic	understanding how	presented through		configuration is	
different effects when presented through different forms	symbols	words and images	different forms of	1997 Grade	3-5 rather	
of media.	encountered in	communicate.	media.	Span 3-4 PI C4	than 3-4.	4-Analysis
		decuments have two				
	Partial, The	documents have two different intentions.				
	1997 PI	The 1997 document's				
			The 2007 descriptor			
	expects students to	intention is to build an awareness of the use	The 2007 descriptor expects students to			
			•			
	make	of language and	analyze how the same			
	observations	graphic symbols in real			No. In the	
	about the use	life situations while the			No, In the	
	of language	2007 document's	different media forms		2007	
	and graphic	intention is to build	by comparing and		document, the	
a. Compare and contrast the effects of the same kind of	symbols	knowledge regarding	contrasting the effects		grade span	
· · · · · · · · · · · · · · · · · · ·	encountered in	the effects different	each media form has	1007.0	configuration is	
information found in books, movies, newspapers,	real-life	media forms have on	on the communication		3-5 rather	
magazines, and on the Internet and television.	situations.	how information is	of the information.	Span 3-4 PI C4	than 3-4.	4-Analysis

		I		T		
	1997 document					
	articulates in					
	the ratioanle					
	section for ELA					
	the importance					
	•					
	of constructing					
	meaning					
	through visual					
	media, the					
	expectation is					
	not clearly					
	articulated					
	regarding the					
	analysis of					
b. Recognize that there are multiple roles and purposes of	media or its					
media.	prerequisite					
	1					
6-8 PERFORMANCE INDICATOR						
O TELL ORIGINATOR INDIONION	Рагиат, тпе				yes and No,	
	1997 CS				Since the	
	expects				connection is	
	students to	Partial, The 2007 PI	The 2007 PI expects		at the CS	
		expect students to	students to analyze		level, it applies	
	understanding	develop an	different forms of		across grade	
	of how words	understanding of how	media in order to		spans,	
		•			•	
	and images	media communicates	identify the purposes,		however in the	
	communicate.	by analyzing the	techniques, and/or	1007.0	2007	
Students identify the various purposes, techniques, and/or	One 1997 5-8	techniques used by	effects used to	1997 Content	document, the	
	11 expects	media, for what	communicate	Standards C,D	grade span	
effects used to communicate auditory, visual, and written	students to	purposes, and/or for	auditory, visual, and		configuration is	
information found in different forms of media.	understand the	what effect.	written information.	Span 5-8 PI C5	3-5 rather	Levels 3,4
	1997 PI limits					
	the analysis to					
	complex					
	structures					
	found in	Both documents are				
	informational	expecting students to				
	texts and the	recognize and				
	relationship	understand the				
	between the	relationship between				
	concepts and	the structures used				
	details in those	and the information				
	structures.	communicated. The				
	Students are	2007 document	The 2007 descriptor			
	expected to	expects this	expects students to			
	apply reading,	understanding to apply	-			
		to visual and non-	structures in visual			
	listening, and				No. The	
	viewing	visual media and	and non-visual media	1007 0	No, The	
a. Describe and evaluate the structural features of visual	strategies to	expects students to	so they are able to	1997 Grade	connection is	
	informational	evaluate the	describe and evaluate		to 1997 Grade	
and non-visual media. (L)	texts in the	structures.	these structures.	D4	Span 9-12	

	Partiai, The	T	T		1	I
	1997 CS					
	expects					
	students to					
	demonstrate an	The difference				
	understanding	between the two				
	of how words	documents is the 2007			No, In the	
	and images	document expands			2007	
	communicate.		The 2007 descriptor		document, the	
	One 1997 5-8	propaganda expected	expects students will		grade span	
	PI expects	in the 1997 document	be able to explain the		configuration is	
	students to	to the construct of	role of media in	1997 Grade	6-8 rather	
b. Explain the role of the media in shaping opinions.	understand the	media.	shaping opinions.	Span 5-8 PI C5	than 5-8.	Levels 2-4
		documents expect	The 2007 document		2007	
	Partial, The	students to	also expects students		document, the	
	1997 document		to identify instances of		grade span	
	focuses only on	propaganda well	stereotyping and bias	1997 Grade	configuration is	
c. Note instances of bias, stereotyping, and propaganda.	propaganda.	enough to recognize	as well.	Span 5-8 PI C5	6-8 rather	2-Comprehend
31 31 1 1 3		<u> </u>				
9-Diploma PERFORMANCE INDICATOR						
		beyond expecting	The 2007 expects			
	Partial, The	students to	students to analyze			
	1997 CS	understand how words	1			
	expects	and images	the auditory, visual,		Yes. Since the	
	students to	communicate to	and written		connection is	
	understand	expecting students to	information used in		at the CS	
Students analyze the effectiveness of auditory, visual, and	how words and	analyze the effect of	different forms of		level, it applies	
written information used to communicate in different	images	the different types of	media to	1997 Content	to all grade	
forms of media.	communicate.	information used in	communicate.	Standard C	spans.	Lovelo 2.4
Tornis or media.	TVO, VVIIIICATE.	illioithation used in	communicate.	Stariuaru C	sparis.	Levels 3,4
	1997 document					
	articulates in					
	the ratioanle					
	section for ELA					
	the importance					
	of constructing					
	meaning					
	through visual					
	media, the					
	expectation is					
	not clearly					
	articulated					
a. Explain how visual and sound effects influence	regarding the					
messages in various media.	analysis of					
mossages in various media.	ariarysis or					

Indicators	93%				
% increase or decrease # of Performance					
% increase or decrease # of Standards	25%				
Standards, Pls, Descriptors NOT found in 2007 document					
communication.	ideas and	many forms of media.	purpose. G11	than 9-12.	3-Application
. Determine appropriate media, relevant to audience and urpose, that extend and support oral, written, and visual	and representing	descriptor would like students to analyze	communication for the 1997 Grade intended audience and Span 9-12 PI	configuration is 9-D rather	
	for introducing	while the 2007	written and visual	grade span	
	using a variety of techniques	to the techniques used in oral presentations	appropriate media to extend the oral,	document, the	
	expectation for	The 1997 PI is limited	determine the	No, In the	
	latitude in its	TI 4007 F: : :: :	analyze media to		
	provides		expects students to		
	broad and		The 2007 document		
	Span 9-12 PI is				
	1997 Grade				
reasoning.	analysis of Partial, The				
nstances of unsupported inferences, or fallacious	regarding the				
	articulated				
c. Compare the role of print and non-print sources, including advertising, in shaping public opinion noting	not clearly				
Compare the role of print and non print courses	expectation is				
	media, the				
	through visual				
	meaning				
	of constructing				
	the importance				
	the ratioanle section for ELA				
	articulates in				
	1997 document				
moodagee conveyed by print and non print coal coo.	INO, WITHE THE				
messages conveyed by print and non-print sources.	analysis of				
b. Explain the similarities and differences between the	regarding the				
	not clearly articulated				
	expectation is				
	media, the				
	through visual				
	meaning				
	of constructing				
	the importance				
	section for ELA				
	the ratioanle				
	articulates in				
	articulates in				